



## The Heller School

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*Ph.D. Program in Social  
Policy*

*Master's in Management  
of Human Services*



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The Florence Heller  
Graduate School  
for Advanced Studies  
in Social Welfare



# *The Mission of the Heller School*

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The mission of the Heller School is to develop new knowledge and insights in the field of social policy and to educate students as managers, teachers, researchers and policy analysts. The mission is based on a commitment to develop policies and management techniques to help assure a decent quality of life for all human beings, especially those who are aged, poor, disabled or in other ways lack the capacity or resources to secure their own well-being. To accomplish the mission, the School emphasizes social policy analysis (a multidisciplinary search for solutions to complex social problems) and the management of human services.

Brandeis University established The Florence Heller Graduate School for Advanced Studies in Social Welfare in 1959 to provide professional education in the field of social welfare and social policy. From the beginning, a doctoral program has educated students for scholarship, teaching, research, social planning, administration and policy analysis.

Since 1977, a master's program has prepared managers for Human Services Management in the public, voluntary, and private sector.

The School develops, transmits and disseminates knowledge concerning social institutions and values and their impact on human development. It examines policies and processes aimed at reducing and overcoming obstacles to human well-being. Students and researchers apply insights from the natural and social sciences and social welfare issues to understand human problems and to improve domestic as well as international social conditions.

Research and education at the Heller School focus on scholarly analysis and practical solutions, emphasizing policies concerning aging, physical and mental health, income security, work, families and children and social change. The School's commitment to the changing needs of disadvantaged individuals and social groups is reflected in research and study of minorities, women, children, the elderly, the unemployed, mentally and physically handicapped persons and individuals involved in the criminal justice system. These priorities change within the School depending on available resources and the broad social welfare context.

Approved by the Heller Faculty  
February 18, 1986



Clearly one of the most overused and misused words in the English language is "unique." Nevertheless, I believe that the word properly reflects the character and structure of the Heller School. Since its inception in 1959, the Heller School has attempted to develop an educational and research environment which addresses the major issues of its time, and to educate a group of individuals who could be true leaders in seeking to better the personal and social conditions of all Americans.

As I begin my 10th year as Dean, I continue to marvel at the excitement and complexity of the School and take great pride in the types of individuals attracted here as students and faculty. And, as I celebrate my 10th anniversary, so too does the Heller School's Master's in the Management of Human Services Program. Both of us have matured and been shaped by the ethos of the Heller School.

One measure of the complexity of the Heller School is that we offer about 45 different courses within our two programs. Courses run the gamut from "Work, Individual and Social Change" and "Family, Employment and Sex Roles" to "Advanced Econometrics" and "Management Information Systems." Three years ago only three "dumb" terminals in the Heller building were available. Today more than 38 microcomputers are distributed among the administrative and research centers of the School. Recently we embarked on a program to redesign many of our courses to make more extensive use of the computer. With the addition of a new Brandeis computer system more of these plans will become implemented.

Today, all of us in human services must recognize that few major social problems can be solved without developing programs that link the public and private sectors. For example, the Institute of Medicine of the National Academy of Sciences was asked to develop a study design for creating a new program to finance long-term care services for our elderly population in need. They concluded that the approach most likely to succeed would be a public/private pooled risk approach. We at the Heller School have been striving to refocus our educational programs in a similar way so as to understand and build on the strengths of publicly financed and administered programs, and to study the appropriate linkages between public programs and privately financed human services.

Retired faculty and early graduates of the School can certainly point to a changed Heller environment and to many aspects of the School that are very different. At the same time, the commitment to develop policy and management techniques to help assure a decent quality of life for all human beings, as described in our Mission Statement, has not changed and will not change.

Stuart H. Altman  
Dean and Sol C. Chaikin Professor of  
National Health Policy

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## *The Graduate Student at Heller*

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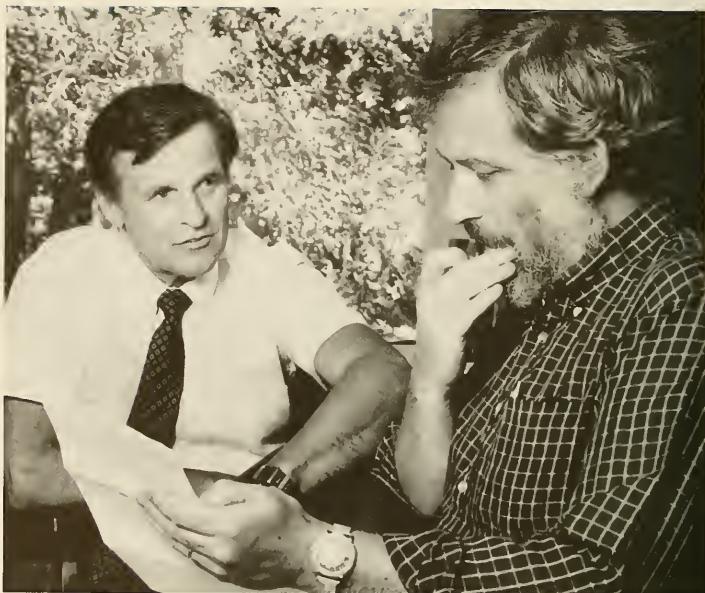


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The Florence Heller Graduate School for Advanced Studies in Social Welfare was founded at Brandeis University in 1959 as an innovator in professional social welfare education and a leader in promoting research in social welfare policy. For more than a quarter of a century the School has responded to the challenge with energy and creativity, recruiting outstanding faculty and researchers and attracting students with substantial professional experience and unique potential for intellectual leadership. As a result, the School is nationally recognized as an institution where leaders are developed who formulate the social welfare policies of the future and manage the nation's health and social welfare systems. Moreover, it has an international reputation for excellence in social policy research in the broad context of public and private human services.

The continuing concern of the School is to remain dedicated to the original charge of innovation by anticipating the knowledge and skills necessary to develop the policies and manage the programs of human services in the years to come. This concern is reflected in an educational program that is tailored to remain relevant to the ever-changing kaleidoscope of human needs, emerging social and economic realities, and political opportunities and constraints.

It also means that the business of the faculty, researchers and students is to participate in the real world of social welfare policy and be involved in research that contributes to the policy discourse on local, state and national levels. Thus, members of the Heller community are routinely engaged in public service activities that keep the School involved in current developments in human services and form the basis for a unique educational environment.





The Heller School is organized around a number of substantive policy areas that enable students to study in a milieu of on-going policy analysis and research. The major substantive areas of concentration and the research centers supporting them include:

**Aging**  
Policy Center on Aging

**Health Policy**  
Health Policy Center

**Human Resources**  
Center for Human Resources

**Social Change**  
Center for Social Change Practice and Theory

**International Social Policy**  
Center for Social Policy in the Middle East

Program on Labor in China

**Families and Children**  
Program on Families and Children

**Mental Retardation and Developmental Disabilities**  
Nathan and Toby Starr Center

**Criminal Justice and Alcoholism**  
National Institute for Sentencing Alternatives

**Mental Health**

The areas of concentration focus on both national and international issues. The educational program is complemented by a broad range of research activities that permit students to participate in policy activities with faculty and senior researchers. The research centers, described in a later section of the catalog, also provide valuable resources and intellectual support for the dissertation work of Ph.D. students.

The Heller School offers a Ph.D. in social welfare policy and a master's in the Management of Human Services (MMHS). The Ph.D. program prepares students for advanced positions in teaching, administration, policy analysis and research; the master's program educates graduates for middle- and upper-level management careers in public, private and nonprofit human service organizations.

### **The Ph.D. Program in Social Policy**

The Ph.D. program consists of course work in the basic social sciences, statistics and research methods, policy analysis and advanced work in substantive policy areas. The curriculum is structured to prepare candidates to complete dissertations that make original contributions to the policy literature of social welfare.

Students accepted into the program are mature professionals; most have an advanced degree in an area of social welfare, nursing or one of the social sciences and significant experience as program directors, managers, teachers and researchers. They are knowledgeable about programs, agencies and governmental welfare activities and ordinarily are informed in a specific policy area. They represent the various geographic regions of the United States as well as a selection of other countries. In addition, the program selects a small number of applicants with a commitment to the social welfare field and a strong undergraduate academic background, but with limited professional experience.



Students invited to join the educational programs of the Heller School bring outstanding records of substantial professional achievement and promise for academic excellence. Emphasis in selection is placed on evidence of a commitment to the field of human services and the willingness to develop the conceptual, analytic and research skills central to the educational program. Students have opportunities to participate in the research activities of the School's various policy research centers. In addition, they are frequently sought to teach in local colleges and universities. They are invited to work with local research organizations and serve as consultants and advisors to the broad network of human service organizations in the metropolitan area of Boston.



The national reputation of Heller alumni and the broad network of professional relationships of the faculty and research staff have been instrumental in enabling graduates of the School to secure positions as senior administrators, managers, faculty, researchers and analysts in human services and social welfare. A growing emphasis on placement activities and the availability of a network of alumni and friends in leading positions in social welfare support the potential opportunities for the professional enhancement of graduates. More than 650 students have graduated from Heller and many are national leaders in social welfare education, senior executives in local, state and federal welfare organizations, and researchers and writers who are leading producers of the conceptual and empirical literature for national and international social welfare policy discourse.

While the Ph.D. program is designed primarily for full-time study, with about 20 new full-time admissions each fall, six to eight part-time students are admitted annually. Some adjustment is made in the class schedule to accommodate part-time study, but the program presumes availability for course work during the day.

#### *Ph.D. Program Requirements*

Given the varied educational and professional backgrounds of matriculants, the program of study is somewhat flexible. While the specific requirements are few, the expectations are well-defined and substantial. They include:

- 14 graduate courses [18 for entrants without a master's degree] of which four may be taken at other institutions
- completion of an integrative seminar in policy analysis
- three statistics/research methods courses
- completion of qualifying exams in three areas of social science
- successful defense of a dissertation proposal
- completion of a dissertation

#### *The Ph.D. Curriculum*

The curriculum consists of core courses in the social sciences; courses in social welfare; an integrated course in social policy analysis; courses in statistics and research methods; and course work related to substantive policy areas.

##### *Core Courses*

Basic courses in economics, political science and sociology provide conceptual perspectives that are central to the social policy process. The goal of these courses is to enable students to understand and use the theoretical frameworks of each discipline as tools in policy formulation and evaluation. Though not required, the great majority of students take the courses during the first three semesters to prepare for the qualifying exams which are ordinarily taken at the end of the third semester. In addition, core courses in social welfare provide perspectives on the social context of policy issues.

#### *Integrative Policy Analysis Seminar*

This is the only course that is specifically required of all Ph.D. students. Students analyze a particular policy issue integrating the conceptual material of economics, political science and sociology. The seminar provides students with an opportunity to present a policy case in a structured "real life" situation.

#### *Statistics and Research Methods*

A two-semester course combining statistics and research design using the computer for problem solving is completed by students unprepared to enroll directly in advanced statistics courses. An alternative one semester statistics course is available for those with a background in research methods and some prior course work in statistics. Advanced statistics courses include regression analysis, econometrics, various courses in multivariate statistical procedures, evaluation research and qualitative research methods. All students are required to complete a minimum of three statistics or research courses.

#### *Social Policy Specializations*

The substance of the curriculum is contained in courses representing the School's policy specializations discussed under the section on Social Policy Research Activities. Courses are offered in each policy area providing an overview of the major theoretical models, research findings and an analysis of current federal, state and local policies that characterize the area. Students are also expected to participate in thinking through new approaches to resolving social problems in an area of social policy.

#### *Qualifying Exams*

Qualifying exams are ordinarily taken at the end of a student's third semester of study. The exams evaluate students' capacity to use the conceptual content of economics, political science and sociology for policy analysis. Those who do not achieve a passing grade in the exams are given an opportunity to retake them at the end of the following semester.

#### *The Dissertation*

Concentrated dissertation work is usually underway by the fourth semester. Dissertations are expected to focus on the analysis of significant social policy issues and must make an original contribution to the field. Dissertations are written under the direction of a dissertation committee consisting of two members of the Heller faculty, a member outside of the School who is a qualified professional in the area of study and a fourth member who may be a Heller faculty or outside member. The committee must be chaired by a member of the Heller faculty. A dissertation proposal is submitted for approval to the dissertation committee and signed by the Dean. The final step is the dissertation defense in which the student defends the results of the dissertation project.





### **The Master's Program in Management of Human Services**

The principal purpose of the master's program is to prepare individuals for management positions in the complex and changing environment of public, private and nonprofit human service organizations. The program draws on the long standing strengths and reputation of the Heller School for graduate studies in health and social welfare. The master's program represents a new dimension in educating managers to apply modern techniques of management to human service programs. The curriculum focuses on financial and management skills, offers substantive courses in specialized areas of human services and enables students to participate in a hands-on experience in management decision making in a field setting. Computers are integrated into the coursework emphasizing managerial computer skills.

Students who enter the program ordinarily have several years of experience in some aspect of human services. They are selected on the basis of academic achievement and commitment to developing the skills of a professional manager in human services. Applicants also are accepted directly from undergraduate programs if they have outstanding academic records and evidence of a strong commitment to human services.

#### *Master's Program Requirements*

The program begins in the first week of June and can be completed over either a 12- or 15-month period. Planned as an intensive academic program to minimize time in school, the requirements include:

- completion of 12 courses over a 12 or 15 month period;
- two of the 12 courses may be taken at one of the universities within the consortium;
- An optional 15-month program specializing in a policy area is also available. The specialization option requires completion of 15 courses;
- a management laboratory project based in a human service agency. The laboratory project is equivalent to the work of two regular courses.

While the program is designed for full-time study, a small number of part-time students are admitted. Part-time students are expected to take two courses each term allowing completion of the management lab by the end of two years. If a leave of absence is necessary and approved by the associate dean, this period may be extended, but not beyond three years.

## *The Master's Curriculum*

The curriculum has been designed to emphasize the practical as well as theoretical aspects of human services management. Combining technical management skills and human service needs, the curriculum has several fundamental objectives: to provide basic skills in financial accounting, management, budgeting, information systems, program evaluation and basic statistical and analytical techniques; to develop a broad perspective on the administrative, bureaucratic and legal issues in the context of human services; and to familiarize students with the substantive concerns and issues of social welfare. The curriculum emphasizes the use of computers in all relevant courses. Students leave the program prepared to work on Lotus 1-2-3, use computerized graphic displays and have the opportunity to use a statistical package (SPSS) for analyzing large data sets.

## *Core Requirements*

The master's program requires the following courses:

- two basic accounting courses
- a basic course in management use of computers
- a course in strategic management
- selection of three courses from the following: overview of human service systems, operations management, personnel management, economics of human services, statistics for managers or management information systems
- five elective courses
- the management laboratory

## *Specializations*

Students who elect the 15-month program may acquire, in addition to the MMHS degree, a certificate of specialization in an area of social welfare. Specializations require a concentration of five courses in the substantive area of study. The specializations offered include:

Health Care Management, which requires students to take Issues in National Health Policy (5.13) and four other electives in health related areas.

Mental Health and Mental Retardation, which requires students to take either Mental Health Policy and Management (5.70) or Introduction to Mental Retardation (5.52) and four other courses in the areas of mental health and mental retardation.

Employee Benefits, which requires students to take Personnel and Human Resource Management (2.54), Employee Benefits and Social Insurance (5.37) and three other courses in the employee benefits area.

## *Management Laboratories*

The management laboratories represent an opportunity for students to apply their management skills in resolving a managerial problem in a human services context. The projects are developed in response to human service agencies requesting assistance with a management issue. A team of three or four students is assigned to each project. The team is assisted by a faculty advisor and representatives from the agency; the overall process is under the guidance of the management laboratory coordinator. The effort takes place over a four-month period and culminates with a final written report and an oral presentation. The oral report is presented to faculty, agency representatives and fellow students. The report consists of a detailed analysis of the problem and recommendations for alternative courses of action to remedy the situation. Copies of the management laboratory projects can be found in the Livingston Reading Room. The following list of recent projects illustrates the range of projects and agencies:

Tangible Remedies for a Statewide Shortage in Homemaker Personnel

Executive Office of Elder Affairs

Converting from a Fixed Employee Benefits Program to a Flexible Benefits Plan

Lotus Development Corporation

Office of Employment and Training

City of Lowell

Outpatient Oncology Care: A Patient Profile, and Patient Care and Change Structure Recommendations

Boston City Hospital

## *Heller-Hornstein Master's Degree*

The Hornstein Program offers a master's degree in Jewish Communal Services and has joined the Heller School in providing a joint degree. The purpose of the combined program is to apply the management skills of the Heller program with training for Jewish Communal Services. Graduates of the joint effort receive two master's degrees, one in Jewish Communal Services and the other in Management of Human Services. The program requires 24 months of intensive study organized around eight core courses at Heller and 12 at Hornstein. A one-month seminar in Israel is also required. More detailed information on the joint program is available upon request.



## Management

### 2.00 Computers and Management

The purpose of this course is to provide students with the basic computer skills necessary to manage today's human service organizations. While emphasis is on Lotus 1-2-3, students are also introduced to word processing and other basic uses of computers.

Mr. Fournier

### 2.10 Overview of Human Service Systems

The course will provide an overview of the human service system. The purpose of the course is to provide a program and policy framework that will enhance the student's understanding of the human service system, how it works and what it does. It will also impart substantive knowledge of human service issues and a working knowledge of interactions and processes within and among human service agencies.

Mr. Beatrice

### 2.48 Finance

The course introduces principles of financial management for both nonprofit and for-profit organizations. Although the financial instruments available in the two sectors are different, some principles are transferable. The course examines parallels and contrasts between sectors in managing working capital as well as in long-term financial decisions. It also considers the financial basis for the increasing competition by for-profits in providing human services.

Mr. Friedman

### 2.50 Financial Accounting in Nonprofit Organizations

The object of the course is to introduce terminology, underlying concepts, preparation and interpretation of financial reports of not-for-profit organizations; to understand what balance sheets, income statements and funds flow statements are able to communicate to managers and other interested parties. The overriding purpose of the course is to become an intelligent user and interpreter of financial statement information.

Mr. Simons

### 2.51 Management Control in Nonprofit Organizations

The course is designed to provide students with the basic tools, techniques and language of managerial accounting: analysis of costs, analysis of variances, budgeting and the relation of management control to the strategic plan of a nonprofit organization. This course is for general managers of human service, nonprofit and small to mid-size organizations.

Ms. Sapienza

### 2.52 Strategic Management

Problems and strategies involved in the management of private, not-for-profit and public agencies; various organizational and environmental factors that affect management; management techniques and administrative devices to assist in managing organizations; and the role of political pressures are examined. Much of the coursework is based on case studies.

Mr. Bush

### 2.53 Organizational Behavior

The course examines leadership styles and the effects of organizational structure, policy, vision and culture on the behavior of stakeholders, employees, consumers, stockholders, legislative bodies and the like. Cases and exercises are used extensively.

Staff

### 2.54 Personnel and Human Resource Management

The course provides an overview of the problems and opportunities in managing people. Topics include selection of employees, motivation, performance appraisal, compensation, benefits, job classification, EEO, labor relations, training and development and the relationship of human resource management to organizational goals. Most of the course is devoted to discussion of cases.

Mr. Bush

### 2.55 Management Information Systems

The course is designed to help students deal intelligently with the choices involved in using computers. The main focus is on management tools and the use of computers to improve the performance of organizations. Students will become familiar with basic MIS concepts, with the systems development process and with a range of important applications and issues. 2.00 Computers and Management or equivalent knowledge is a prerequisite for this course.

Mr. Mechling

### 2.58 Operations Management

The course develops an understanding and appreciation for the activity of operations management, with emphasis on organizations that deliver health and human services. In particular, the course seeks to achieve the following: identification and understanding of typical problems and issues facing the operations manager in human services; a working familiarity with relevant analytic concepts and techniques; and development of experience in structuring operational problems and in formulating action plans for their solution.

Mr. Rosenthal

### 2.61 Legal Aspects of Human Services Administration

The course aims to help human services administrators understand the legal context of their work, and relate to legal issues and to legal advice. Students read statutes, cases and regulations, focusing on a range of legal institutions and legal procedures. Special emphasis is on the substantive law of children (child care, foster care), on the allocation of responsibility in our system (state-federal, public-private) and on alternative methods of dispute resolution.

Mr. Liebman

## **2.80 Statistics for Human Services Managers**

The course reviews basic statistical procedures essential for managers including measurement of management-related phenomena, numeric and graphic data displays, critical ratios, variance analyses, basic regression and correlation and statistical testing. The course is a computer-based learning experience.

Mr. Kurtz

## **2.87 Management of State Health Policy**

The course introduces several models of decision-making processes applicable to state government. Through the introduction of health policy issues students will develop effective management skills for use in the state government environment.

Mr. Beatrice

## **2.99 Management Laboratory Project**

The management laboratory project, which is required for completion of the master's program, is designed for groups of three to four students, under faculty supervision, to function as a consulting team for a human services agency (public, private or nonprofit) in the Greater Boston area. The team evaluates a management problem presented by the host agency, in order to analyze relevant management issues and make recommendations for improvements. Findings and recommendations are presented to the agency and to the Heller School in a written report and an oral presentation. The management laboratory project gives students the opportunity to apply classroom concepts and skills to an actual management situation. The project normally entails 15 to 20 hours of work each week conducted over a four-month period.

Mr. Butler



**Social Policy and Social Welfare**

## **3.00 The Social Context of Policy Issues**

The seminar explores the emergence and development of social, economic and political institutions, and of value systems and ideologies reflecting and sustaining these institutions in an everchanging context of policy formation in human societies. The orientation of the seminar is dialectic and transdisciplinary. It draws on anthropology, psychology, ecology, economics, politics, sociology, history, philosophy and social policy theory. The seminar is designed to assist students to think critically, to clarify their assumptions and values and to develop their own positions on social issues, rather than adopt uncritically the values, assumptions and positions of teachers, authorities and established institutions.

Mr. Gil

## **3.01 Introduction to Social Planning**

The course is intended as an introduction to social planning for individuals with no previous training and/or experience in planning. It introduces the student to concepts, issues and trends in planning within the human services sector, and aims to develop basic skills in assessing planning situations and determining a course of action for the planner.

Attention is given to selected planning methodologies, as well as to the variety of roles a planner may occupy. Readings, case examples and planning exercises are utilized. Students will be expected to complete written reviews of designated literature, prepare class presentations, complete a project and take a final examination.

Staff

## **3.03 Historical and Contemporary Developments in Social Welfare**

The seminar is designed to increase the student's understanding of the development of social welfare over time. Students will be exposed to policy arguments in primary historical documents so that these arguments may be read within the context of the times. The background will be used to identify and assess the current state of perennial issues in social welfare.

Mr. Callahan

### **3.08 Social Theory and Social Policy**

The seminar studies the evolution and dynamics of human societies from a dialectic perspective. It develops a theoretical base for radical analysis of social issues and for political practice aimed at social changes conducive to human survival, development and liberation. The seminar examines assumptions concerning human nature, human needs and universal aspects of the human condition in diverse environments. It identifies key variables of social order and social change, and interprets human societies and their evolution as results of efforts to satisfy biological, psychological and social needs, and perceived interests through cooperation and/or conflict among individuals and groups. The explorations yield a conceptual model and framework for the analysis of social policies and social orders and for the development of alternative policies and orders. The conceptual tools are then used in an analysis of the prevailing societal context of the United States.

Mr. Gil

### **3.15 International Perspectives on Social Policy**

The seminar examines the development of social welfare institutions and policies across countries. First, the responses of developing countries to their social welfare problems are examined. Then, countries undergoing rapid development as they begin to design institutions of a modern welfare state are considered. Finally, the welfare states of more developed countries are compared. In the comparisons, special attention is given to the situation of women; issues in aging, health, urbanization and employment are also addressed.

Mr. Friedman

### **3.16 Violence in Everyday Life: Sources and Dynamics**

This seminar explores the meaning, sources and dynamics of social, structural and interpersonal violence. The orientation of the seminar is historical, cross-cultural and dialectic. It traces social, economic, political and cultural dimensions of violence, as well as different manifestations of violence and counter-violence in everyday life, with special emphasis on the relations between the organization of work in society and levels of violence. It also explores approaches to reducing and eventually eliminating violence in human relations.

Mr. Gil

### **3.18 Ethical Dilemmas in Social Policy**

The seminar will consider the relevance and nature of ethical issues in public policy. The course emphasizes problems of distributive justice and will include the study of major contemporary theories. The theories will then be applied to practical issues involving the fair distribution of risk, responsibility and resources; these issues will be selected from areas of study at the Heller School, including income maintenance policy, policies on aging and health policy. In addition, the course will consider other ethical dilemmas relevant to administration and practice in social welfare. The course will challenge students to think and argue cogently and rigorously about the ethical implications of various policy options.

Mr. Werner

### **3.19 Work, Individual and Social Development and Social Welfare**

The seminar explores a major social variable, work, its changing modes of organization throughout history and across cultures, and consequences of these changes for individual and social development, for social welfare and for the institutionalization of social services. The seminar should facilitate insights into work as a universal, fundamental, existential process, whose structure and dynamics were shaped and reshaped by individuals and societies throughout history as they interacted with one another and with natural environments in pursuit of survival,

development and welfare; and as they gained knowledge of nature and enhanced their technological capacities and skills. The seminar also aims to clarify the interdependence and interactions between various modes of work organization and individual and social development, the quality of life or levels of welfare of social groups and classes, and the institutionalization of social welfare provisions and services.

Mr. Gil

### **3.21 Integrative Policy Analysis Seminar**

A requirement for all Ph.D. students, this course is normally taken in the doctoral student's second year. It is designed to integrate and apply perspectives and analytic techniques from economics, sociology, political science and other disciplines. The emphasis is on policy analysis in these specific substantive areas and working groups are formed to engage in the analysis of social policy issues in such areas of specialization. Students write a policy analysis paper in a particular area of interest as well as make formal presentations to the class.

Mr. Altman  
Mr. Callahan

### **5.54 Disability in the Welfare State**

The course provides a broad overview of several disciplinary approaches to the phenomenon of disability (primarily law, economics, political science and sociology). It begins with the assumption that disability is an apolitically constructed category, designed to handle problems of insufficient independence in an individualistic society. Although the focus of readings will be on traditionally conceived physical and mental handicaps, the course will be applicable to a wide variety of social policy areas, such as aging, children, drug addiction and alcoholism, and health policy. The course will be conducted as a research seminar.

Ms. Stone

## Social Sciences

### **180b Seminar: Writing and the Social Sciences**

The course examines the range of "popular" writing in the social sciences, including books, articles and studies. Students write and exchange feedback on short articles, with a view toward preparing works for publication.

Mr. Rubin

Mr. Zola

### **3.20 Sociological Perspectives on Social Policy**

This core course selectively reviews the insights that various sociological theories and methods can bring to social policy analysis. The course features theories in sociology that are particularly relevant to the practical goals of social welfare, such as social stratification, demography and deviance and social control. Major alternative theories, research traditions and social policies associated with them are discussed.

Ms. Giele

### **3.24 Studies in Theory of Political Action**

The seminar explores political theories and practice aimed at transforming social structures and dynamics that obstruct individual and social development into social contexts conducive to human survival and the unfolding of innate human potential. The orientation of the seminar is transdisciplinary and dialectic. Its general working hypothesis is that structures, dynamics, values and ideologies of social orders are shaped by human needs, interests, perceptions, interactions and choices; hence, they are variables that humans in any generation can adjust through collective efforts, to fit new insights and goals, rather than constants beyond the reach of human reason, critical consciousness and political action. The following related topics will be explored: (a) human needs and structural obstacles to their fulfillment and to the unfolding of human potential; (b) requirements of social orders conducive to individual

and social development; (c) political strategies aimed at transforming prevailing social orders into alternative ones conducive to individual and social development; (d) integration of political practice into occupational, social and personal spheres of everyday life.

Mr. Gil

### **3.25 The Political Economy of Poverty and Racist Discrimination**

The goal of this course is to provide students with a comprehensive overview of the literature relating to the socioeconomic conditions of poor populations and racial minorities. As part of this course, we will define, describe and explain poverty, and society's attempt to reduce it. Specific attention will be paid to how the organization of markets contributes to the perpetuation of some types of poverty and the elimination of other types.

Mr. McKinney

### **3.29 Political Perspectives on Social Policy**

The course is designed to provide perspectives on institutional and political factors that condition and shape social policies. The topics include the development and structure of American political institutions; the distribution and uses of power; contemporary workings of governmental structures; and theoretical perspectives on social policy.

Ms. Stone

### **3.30 The Politics of Social Policy Implementation**

In this course students become familiar with theoretical and empirical material addressed to: (a) the role of bureaucracies in the design and implementation of social policy, and (b) organizational and structural factors bearing on social policy implementation. A significant number of implementation cases are examined toward discerning patterns associated with implementation success and failure.

Staff

### **3.50 Economics of the Human Services**

This course is concerned with matters of efficiency in the assignment of responsibility among sectors for the financing, design and delivery of human services. What are the limits of the private and public sectors? At which level of government (central, regional or local) should services be financed and delivered?

Mr. Hausman

### **3.51 Comparative Political Economy**

The course presents an analysis of the interrelationships between a nation's economic development, the structure of the political economy and the social welfare of its people: a) contrasts between market and communist systems in the use of politico-economic mechanisms, b) potentials for new combinations of "planning" techniques and institutional arrangements, c) the extent, inevitability and welfare implications of income and wealth inequality in various countries, including developing nations.

Mr. Schulz

### **3.52 Economic Perspectives on Social Welfare Policy**

The purpose of the course is to show how various approaches, mainstream economics and Marxism, can be useful in analyzing complex areas of social behavior and policy. The course introduces basic concepts from microeconomics, like the market mechanism, efficiency and models of choice. It also presents alternative modes of analysis as well as comparisons of different economic systems. Applications to a selected set of social policy issues are an important part of the course.

Mr. Berry

Mr. Friedman

### **3.53 Macroeconomics**

The course examines economic behavior on an aggregate basis, looking at consumer, business and government spending as well as financial and labor markets to see how they interact. A major focus of the course is the joint problem of unemployment and inflation. The course looks at alternative theories about causes and remedies for these problems as well as their implications for the social welfare field.

Mr. Friedman  
Mr. McKinney

### **3.61 Social Policy and the Law**

The seminar will direct attention to a substantive area of great importance to social policy: the family and the protection of children. The evolving legal concept of "family," the legal relations among family members and the powers and obligations of society, especially as relates to the care of children, will be explored as the context within which policy objectives may be pursued.

Mr. Touster

## **Statistics and Research Methods**

### **4.00 Introduction to Statistics**

The course is intended for students who have a good background in research design, but need a review of basic statistics. The course includes descriptive statistics, the logic of statistical inference, statistical testing including analysis of variance, regression and correlation. SPSS is used for homework.

Mr. Crown

### **4.01—4.02 Research Methods and Statistics**

The course introduces students to basic concepts of research design and statistical techniques, including regression, correlation and analysis of variance. In addition, students will be instructed in the use of SPSS. Work on the computer is integrated with classroom lectures. Students are provided with data, and staff members are available for necessary technical assistance.

Mr. Kurtz

### **4.04 Regression and Analysis of Variance**

The course deals with simple correlation, partial and multiple correlation and analysis of variance, from theoretical and applied perspectives. Knowledge of elementary statistics and SPSS is required. Prerequisite: 4.00 or 4.01 and 4.02 or equivalents.

Mr. K. Jones

### **4.05 Applied Econometrics**

An applications oriented course on multiple regression, logit and probit analysis; simultaneous equations methods also are covered. The course is designed to teach students how to select appropriate statistical techniques for particular applications, how to access the relevant statistical packages and how to interpret the results.

Mr. Crown

### **4.06 Factor Analysis and Multivariate Designs**

Students are introduced to multivariate methods. Assignments include the completion and report of a multivariate analysis using computer techniques. Normally the project is allied with the student's potential dissertation topic.

Mr. K. Jones

### **4.07 Survey Research Methods**

The course focuses on the process and technique of survey research methods. Survey research methods are discussed as a form of scientific inquiry; the purposes, scope and types of various research endeavors are highlighted. A broad range of topics and issues in survey research, both theoretical and practical, are presented. Special attention is devoted to the different modes of questionnaire administration and their implications for research design, question development,

questionnaire format, field work and administration and analysis issues. The implementation of survey research projects considers the process of item and questionnaire development and interviewing and administration, data collection and field supervision, code development and documentation and data management. Data analysis issues in survey research include scale and index construction, reliability and validity assessments and analysis strategies. A series of exercises and assignments on these topics are used to provide practical experience.

Ms. Chatters

### **4.08 Evaluation Research**

The course is concerned with the design, implementation and management of program evaluations. Strategies most effective for the conduct of program assessment in action settings [public, not-for-profit, voluntary and private sectors] are discussed. In addition, the special features of conducting evaluation research as they relate to methodological, practical, political and ethical problems are topics for study. The course uses cases and exercises. The course covers the major purposes of evaluation, types of evaluation, appropriate methodology, data collection and analysis issues, the conduct of research in the field and special themes, such as utilization and dissemination of results and the use of personal computers.

Mr. Hahn

### **4.43 Social Forecasting Methodology**

The course introduces students to methods of analysis for time series data. Topics include univariate and multivariate ARMA models and spectral analysis. Course S.W. 4.04 and a knowledge of computer procedures are assumed.

Mr. K. Jones

### **4.60 Laboratory in Interactive Computer Analysis**

This course introduces the student to advanced data processing techniques and computer programming. Students will learn to write their own programs in FORTRAN or BASIC.

Mr. K. Jones

*Courses in  
Specialized Areas*



## Aging

### 5.22 Politics of and Policy Processes of Aging

Three major issues are examined: the ways in which aging becomes manifest politically through older individuals and groups; the extent to which aging is expressed in distinctive political patterns and has unusual consequences for political systems; the political processes through which selected public policies directed toward aging persons are evolved and implemented.

Staff

### 5.23 Economics of Aging

The focus is on major decisions and constraints affecting economic welfare in later life. The economic status of the aged is examined in a general framework of income distribution concepts and policies. The interaction of demographic and economic variables and the interrelated settings of work and retirement are analyzed. Major attention is given to the role of pensions (including cross-national comparisons), measures of adequacy and financing mechanisms.

Mr. Schulz

### 5.24 Long-Term Care for Older Persons: A Policy Perspective

One of the most important health policy issues facing the nation this decade is how to finance and deliver long-term care to chronically ill and disabled older persons. The course will acquaint students with current information on the size and characteristics of the population at risk, the nature of service delivery systems and methods of financing and managing existing services. The performance of the current system will be evaluated against several policy objectives and major unresolved issues will be identified. Finally, a series of public and private options will be discussed that will offer students practice in policy analysis. The underlying issues of values and ethics will be raised throughout the course.

Mr. Greenberg

### 5.25 Social Gerontology

The seminar addresses a breadth of topics which are subsumed under the general designation of social gerontology. A life-span perspective on aging and the concept of age cohorts are advanced as useful tools for understanding aging phenomena. In

addition, aging processes within racial and ethnic minorities are explored to develop a sense of diversity of aging experience. Various aspects of the aging process will be explored, including theories of social aging, societal attitudes toward the elderly, physical aging, mental well-being, social and family relationships, retirement and work experiences, physical environment for the elderly, death and bereavement and health and social services for the aged. Recent literature reviews and critiques in selected topic areas, as well as individual articles, are examined in terms of their theory, method and applicability to practice and intervention.

Ms. Chatters

### Health Policy

#### 5.13 Issues in National Health Policy

An overview of the U.S. health delivery and financing system is followed by an analysis of the major issues and trends in the health field. The course examines the role of private and public financing programs with particular attention on developing a rationale for understanding the relationship between the federal government, state governments and private health-care providers; the reasons behind rising health care costs, efforts at cost containment with special emphasis on an analysis of the controls used in the Medicare and Medicaid programs; national health insurance; governmental efforts at planning and regulation with particular attention on comparing the efficiency and effectiveness of introducing more competition in the health field versus strengthening a regulatory system.

Mr. Altman

Mr. Wallack

#### 5.16 Health Policy Research Seminar

The Health Policy Research Seminar is built upon discussions of the current research activities of students, Brandeis faculty and outside experts. The issues covered vary broadly, both in terms of issue content and academic discipline. The areas covered include the reimbursement and regulation of hospital and nursing homes, the trends in the organization of medicine and the performance of health planning agencies.

Mr. Wallack

### 5.17 Problems and Issues in the Sociology of Health and Illness

The aim of this course is to offer a sociocultural, historical-political perspective on the study of problems of health and illness. This is accomplished by examining some of the basic assumptions underlying the way we conceive of and study issues in health care.

Mr. Zola

### 5.18 Management of Health Care Institutions

The course will introduce students to the theoretical basis and practical problems of managing health care institutions. Case material will be drawn from hospitals, HMOs, group practices, public health agencies and for profit companies. By the end of the course, students should have a better understanding of the range of problems faced by managers and the tools available to help solve them.

Mr. Rosenbloom

### 5.19 Health Economics

Health economics is the study of how scarce resources are allocated within the health industry. The course will provide students with a theoretical perspective of the problems that are pressing policy issues. In addition, optimization techniques that are currently being used by policy analysts and executives of firms in the industry will be covered.

Mr. McKinney

### 5.20 Payment and Financing of Health Care

This advanced seminar will examine current payment practices to health care providers, the problems with current methods and possible modifications. Because reimbursement principles vary widely by provider type, the course will focus only upon hospital care, physician services and prepaid plans. Given the increasing importance of the financing and reimbursement of capital, these issues also will be covered in some depth. Other advanced students may enroll by permission of instructor only.

Mr. Wallack

### 5.21 Organization and Delivery of Health Care

This is an advanced Pew seminar in the organization and delivery of health care. Students may enroll by permission of instructor only.

Mr. Prottas

## Human Resources

### 5.31 Labor Markets

The course aims to provide students with an understanding of the determinants of earnings, employment and unemployment. After examining traditional and modern theories of the labor market, the course covers the effects of unions, unemployment and wage inflation, earnings differences by sex and race, the nature of labor migration and youth labor markets.

Mr. Lerman

### 5.32 Employment and Training Policy

The course is aimed at providing managers and the public policy analysts with an introduction to major themes in employment and training policy. Work and welfare themes from the human resource sector and from programs of disability, welfare, old age and mental retardation are covered. The course focuses on "at risk" groups by analyzing empirical program evaluations in employment training and related fields. Historical and international comparisons are also emphasized.

Mr. Hahn

### 5.36 Social Protection Systems

The course considers the basis for social protection systems. What are the risks, on the income and expenditure sides of household budgets, that require protective measures? What are the possible protective actions that can be taken by households, private groups such as employees and employers, and governments? How does the mix of protective measures vary across countries, by economic system and over time? How can particular programs be designed and managed so as to protect against risk and avoid undermining incentives to work, maintain households and spend prudently?

Mr. Hausman



### 5.37 Employee Benefits and Social Insurance

The course examines the economic and institutional characteristics of selected employee benefit and social insurance programs, including group life and health insurance, pensions, social security and employer sponsored day care.

Staff

### 5.38 Legal Aspects of Human Resource Management

The course covers the evolution of government regulation of the employment relationship. Primary focus is on ERISA and subsequent tax modifications of compensation and benefits. However, the course covers discrimination, employment at will, employment and other legal aspects of the human resource management and benefits field.

Staff

### 5.39 Advanced Issues in Employee Benefits

The course will focus on in-depth analysis of major issues in the benefits field such as defined benefits vs. defined contribution plans, FASB, benefits finance, savings and pension integration. 5.37 is a prerequisite for master's candidates taking this course.

Mr. Swick

## Children and Families

### 5.44 Issues in Children and Family Services

The course examines the current and prospective status of children and families in the United States. Of particular interest are changes in family structure, the feminization of poverty, fertility among teenagers and family violence, abuse and neglect. The roles of the public, private and nonprofit sectors in supporting and protecting families are examined. Approaches to organizing services for families and children, child welfare, health, income maintenance, education and juvenile justice are discussed and cross-national comparisons are explored.

Ms. Giele

Ms. Sonenstein

### 5.45 Family, Employment and Sex Roles

The course deals with the nexus of family and occupational roles and ways to realize gender equality in work and family life. The potential of social policy for encouraging crossover between men's and women's traditional roles is examined. Partnerships among state, industry and family are analyzed to identify strategies that promote equality: job training, flexible schedules, child care and more equitable compensation and benefits for women.

Ms. Giele

Ms. Sonenstein

### 5.47 Social Policy and the Family

As an introductory course, this provides a framework for understanding policies related to the family. Changes in family structure are reviewed and the concept of family policy critically examined. The specific ways that families produce social problems as well as social remedies are surveyed. The course treats the family as a demographic or household unit, an economic unit, a caretaker group and the agent of socialization and major influence on the life course of children and adults.

Ms. Giele

## **Mental Retardation and Developmental Disabilities**

### **5.51 Policy Issues in Mental Retardation**

The goals of this course are to introduce students to various techniques utilized in policy development and analysis; to focus on the development of several selected policy areas in the field of mental retardation; and to explore some of the "behind the scenes" politics and incidents on areas of Massachusetts policy concerning the mentally retarded. The course is divided into three parts: policy analysis techniques and the role of a social scientist in developing policy; an exploration of several policy areas in mental retardation drawn from the national arena of Massachusetts policy in which the instructor has been involved personally; and sessions for the students to present policy issues they have investigated, either at the national or state level.

Ms. Upshur

### **5.52 Introduction to Mental Retardation and the Human Services System**

The definition of needed services and their provision to persons with mental retardation and their families have undergone major ideological and bureaucratic changes in the last several decades. The transition from primarily institutionally based to community based services has resulted in a far more complex and diffuse system of services. Current policy issues such as the support of family care for persons with mental retardation raise new questions about the appropriate balance between formal and informal service provision. The purpose of this course is to identify the key policy issues facing the human services system with respect to persons with mental retardation and to analyze these issues from sociological, political and public policy perspectives. While the course focuses on persons with mental retardation and on integrating research findings in various analytic frameworks, the issues covered are pertinent for a variety of "vulnerable" populations.

Ms. Upshur

### **5.57 Applied Research in Mental Retardation**

The course is offered to advanced graduate students in the mental retardation program. Students are required to formulate a research project by developing specific hypotheses, specifying the statistical analyses needed to test the hypotheses and conducting the analyses. The course

uses a data set provided by the Massachusetts Department of Mental Health, which includes over 150 variables on 10,000 mentally retarded persons receiving state services. The goal of the course is to provide a supervised, intensive experience in the techniques, issues and problems of quantitative data analysis.

Ms. Krauss

### **Criminal Justice and Alcoholism**

### **5.60 Deviance and Social Control Through the Courts**

The course will examine deviance: crime, alcoholism and drugs, child abuse, domestic violence, sexual assault and mental illness from a sociological and criminal justice point of view. The role of the court and its effectiveness as an agent for the social control of deviant behavior will be the main focus of the course.

Mr. Kramer

### **5.61 Issues in Criminal Justice: Policy and Management**

The course examines social factors and political forces that influence public decision making related to selected criminal justice issues. While providing an overview of the criminal justice system, the seminar concentrates on the linkages to the field of social welfare and considers key management problems and policy questions for police, courts and corrections.

Mr. Corrigan

### **5.85 Application of Social Theory to Alcohol Use**

The seminar is organized around a review of social science explanations of alcohol use and their relationship to existing social policies in alcohol. The seminar is tailored to meet the needs of participating students.

Mr. Kurtz/Staff

### **5.86 Seminar in Policy Analysis and Alcohol Use**

The seminar provides students with an opportunity to examine a policy related to alcohol use. Participants are expected to identify a current policy issue in alcoholism, review available materials and develop a policy statement or alternative statements related to the issue. The policy statement must include a summary of information needed in order to proceed with the development of the policy.

Mr. Kurtz

## **Mental Health**

### **5.70 Mental Health Policy and Management**

The course provides an overview of the principles of mental health services and related policy issues, with attention to areas for research. The goal of the course is to enable students to integrate mental health theory and practice, to analyze major policy initiatives and trends, to apply their understanding to the systemic problems and management dilemmas facing the field and to strengthen their ability to raise cogent questions for research in mental health. In addition to exploring the impact of federal, state and local policies on mental health program planning, development and administration, the course deals with such critical problem areas as deinstitutionalization, inequity in resource allocation and stigma as they affect the quality and distribution of services.

Mr. Callahan

### **5.72 Economics and Mental Health**

The course applies economic analysis to policy problems in the mental health. Areas addressed include cost-benefit and cost-effectiveness analysis of mental health services, regulation of professionals' clinical practice, financing acute and chronic care. Students should be familiar with basic concepts of microeconomics and statistics.

Mr. McGuire

### **5.74 Ethnicity and Mental Health**

This course begins with a review of the background of collaboration between psychiatry and cultural anthropology in the period 1920 to 1940. Attention then centers on the more recent interests in the context of community mental health with the delivery of culturally appropriate services to ethnic and minority groups. Both the ethnographic and the mental health literature for a number of different ethnic groups is intensively reviewed with the help of resource people from agencies dealing with these ethnic groups.

Mr. Spiegel



## Policy Center on Aging

This multidisciplinary research center carries out a variety of projects related to the well-being of older workers, retired persons and elderly individuals. Major research efforts in recent years have focused on social security benefits, private and government employee pensions, retirement age policies, transportation needs of the elderly, corporate health benefits for retirees, family caregiving, home care and retirement income adequacy. Current research projects include an assessment of the impact of private pension plan terminations; a study of factors influencing the amount of stress experienced by family caregivers; and an estimation of the relative "burdens" of child versus aged "dependency."

Center personnel join with other Heller faculty to offer a variety of courses on various aspects of aging. Students participate in many Center projects and complete dissertations related to these activities. For example, recent dissertations include a study of special early retirement incentive programs and an assessment of coverage under the Supplemental Security Income program.

The principal faculty guiding the work at the Center are economist James H. Schulz, leading authority on pensions and the economics of aging; James J. Callahan, Jr., an expert on long-term care and former Secretary of Elder Affairs for the Commonwealth of Massachusetts; Janet Z. Giele, a sociologist specializing in research on women, aging and the life course and family policy; and Linda M. Chatters, a developmental psychologist specializing in social gerontology.

## Health Policy Center

The Health Policy Center (HPC) was established in 1978 for the purpose of encouraging interdisciplinary and interinstitutional collaboration in conducting health services research, policy analysis, education and training.

During the past eight years, the Center has achieved national recognition as a leading institution in education, research and technical assistance for the private and public sectors. The Center often conducts work in conjunction with other academic and health services research organizations, as well as with service delivery organizations that serve as laboratories for demonstrating and testing new financing and delivery strategies, public and private sector cost containment initiatives and solutions to the problems of medical indigency.

The emphasis on an interdisciplinary approach is reflected in the HPC staff, which is comprised of individuals who are trained in economics, political science, sociology, business, health and public administration and other social science disciplines.

Perhaps more than any other endeavor, the Health Policy Research Consortium (HPRC) demonstrates the Center's commitment to an interdisciplinary, collaborative approach to health services research. In March 1984, the Center was selected to function as the Health Care Financing Association's major research and policy organization. The HPRC is located at the Center and draws together the Urban Institute, Boston University and the Center for Health Economics Research. The Consortium is the successor to the Brandeis-based University Health Policy Consortium, which for the previous seven years provided assistance to HCFA.

There are more than a dozen research projects underway at the Center. They include: the design of less costly, institutional continuing care retirement communities; a comprehensive examination of mental health services leading to strategies for financing reform; an examination of Massachusetts' managed primary care program for AFDC recipients; a study of factors contributing to the operation and viability of urban hospitals; a study in transitions in living arrangements for the elderly; and an evaluation of a major private sector initiative to control the costs of catastrophic illness.

The Center's presence at Heller has contributed to the development of several graduate level training programs in health policy. In 1982, the Center was selected by the Pew Memorial Trust to engage in a national competition with the nation's major universities and health policy research centers to develop an advanced training program in health policy. The joint proposal of Brandeis University and Boston University was awarded one of five grants enabling the two universities to offer several innovative educational programs in health policy. One of these joint programs is the Pew Doctoral Program, an intensive two-year doctoral program leading to a Ph.D. in social welfare policy. Through the Health Policy Center and Health Policy Research Consortium at Brandeis

## **Economics of Health and Mental Health**

University, and The Health Policy Institute at Boston University, students pursue research work on issues of mutual concern to the public and private sectors. The other two programs are the Pew Fellows Program at Boston University and the Pew Associates Program at Brandeis University. The Pew Fellows Program is directed towards high level industry executives who are in policy-making positions influencing health care financing and delivery. The goal of the program is to increase the knowledge and effectiveness of the Pew Fellows, both in their jobs and public policy activities. The Pew Associates Program is designed to assist communities in developing new approaches to cost containment. The Center works with key community leaders in three target communities to outline and implement health care system reforms.

A generous endowment was recently given to the Heller School to establish the Bigel Institute for Health Policy. The endowment will provide income to fund policy analysis and research on health issues of national importance, with a particular focus on implications for New York. Moreover, the endowment will provide a stable source of revenues to support specific research interests of the Center's staff. It will also allow the Center to contribute more effectively to the state of knowledge on health policy issues by communicating the results of our research and analyses in public forums.

Stanley S. Wallack, Ph.D., an economist, is director of both the Health Policy Center and the HCFA Health Policy Research Consortium. He is also training director of the Pew Doctoral Program at Brandeis.

The program addresses the need for trained personnel in the areas of research in the economics of health and mental health. Understanding and solving mental health service problems including reimbursement issues, prospective payment, cost control, mandated insurance, funding services for chronic mental illness and similar concerns can benefit from economic research. The program combines training in economics with methods of quantitative social research, particularly evaluation research. Economic analysis is integrated with methods of survey and evaluation research and theoretical frameworks of sociology, political science and social welfare to provide a multidisciplinary approach to issues of mental health services delivery.

The program supports eight Heller School Ph.D. candidates with experience and/or interest in mental health. The candidates must meet all the requirements for the Ph.D. and in addition are required to take courses in Economics of Mental Health, Health Economics, National Health Policy, Mental Health Policy and Management plus an additional economics course and policy course. They participate in a biweekly year-long research seminar and do their dissertations in an area of the economics of mental health. Research opportunities for trainees exist within the Heller School, especially the Health Policy Center, as well as with the Massachusetts Department of Mental Health and the Massachusetts Mental Health Center.

Graduates of the program are expected to serve as researchers and teachers of research in University programs preparing both researchers and practitioners for the field of mental health. They are also expected to take leading positions as researchers and directors of research in health and mental health agencies, state departments of health and mental health, health systems agencies, health maintenance organizations and community mental health centers.

## **Center for Human Resources**

The Center for Human Resources is focused on the balance between economic opportunity for the disadvantaged on one hand and human resource productivity on the other. The Center's work currently concentrates in four areas: employment and education of young people; work and welfare problems of low income families; public and private strategies for income maintenance and social protection; and implementation issues in human resource programs. The Center also assists in the development of employee benefits as a new Heller activity, and in launching both the Center for Social Policy in the Middle East and the Program on Labor in China.

The Center's work is rooted in the belief that both research and practice should inform policy. Accordingly, Center staff and associated students carry out a variety of research, program assistance and dissemination activities. For example, two Ford Foundation-funded studies address the future of the "welfare state." The Ford, Mott and Taconic Foundations support a research synthesis and dissemination project in youth employment. This project has provided information about effective programs to over 10,000 local practitioners through mailings, training sessions, workshops and direct consultation from Center principals. The Urban Network Project funded by Aetna is developing public-private partnerships for education improvement in eight cities. A recently completed study of work/welfare strategies was funded by the Commonwealth of Massachusetts, and the U.S. Department of Agriculture supported a major



evaluation of work requirements in the Food Stamp Program, while the Department of Health and Human Services sponsored a study of the work and child-support behavior of teen-aged fathers. A major new effort funded by the Commonwealth Fund will assist colleges in 10 cities to develop and operate a youth employment and "mentoring" program for high school juniors and seniors from poor families. Finally, an extensive Executive Education program offers Policy and Management Training from three days to two weeks to over 100 state and local managers of human resources and youth employment programs annually. Director Erik Payne Butler leads the Center's extensive array of activities.

Both MMHS and Ph.D. students work with the Center for Human Resources, exploring interests as broad as adolescent development, education, welfare, employee benefits, international social policy and program management and implementation.

### **Program on Families and Children**

The family program deals with changing family structure, gender roles and the increasing vulnerability of children and youth. Faculty and student research projects link the family program to other Heller School specializations. Family home care is relevant to aging, long-term care, mental health and retardation. Women's employment, teenage pregnancy and changing life course patterns affect poverty and well-being of families, children and youth. Socialization in the family shapes later life and is therefore relevant to the study of child abuse, delinquency, unemployment and disability. The family program provides an overarching framework for understanding the processes for developing effective programs for social intervention. Janet Z. Giele directs this endeavor.

### **Center for Social Change Practice and Theory**

The Center was established in 1984, the 25th anniversary year of the Heller School. The work of the Center is based on the recognition that human ills are rooted in societal structures and dynamics, and in values that justify and maintain the prevailing social order. Accordingly, the Center's work is oriented toward transforming social, economic and political institutions which result in injustice, exploitation, discrimination, conflict in human relations and ecological destruction, into alternative institutions conducive to human development for all. Such alternative institutions would be shaped by values of social equality, individual liberty and responsibility, comprehensive democracy in every domain of life and harmony in human relations and in relation to nature.

The Center's research program focuses on alternative social and economic policies, modes of practice in human services and social action strategies. A priority area for Center studies is the redefinition, reorganization and redesign of work.

The Center offers courses, colloquia and workshops at the School and in the community. It works with Ph.D. students on dissertation projects within its domain and also with other students interested in its orientation. It offers consultation to individuals and organizations among its target constituencies, and it plans to sponsor visiting scholars and activists in residence at the School. It is also developing a publications program and organizes annual conferences.

The Center is guided by a steering committee of faculty, students and alumni, and is directed by Professor David G. Gil.

## **National Institute for Sentencing Alternatives**

The National Institute for Sentencing Alternatives (NISA) is a criminal justice public policy center. Established in 1980 as a training program for judges, probation officials and others interested in the use of restitution and community service as a sentencing option, NISA has expanded its mission to focus on the broader public policy issues of sentencing, the use of prison and jail and the management of corrections resources. Through education and training, policy analysis, program development and research, the Institute provides services to legislators and elected officials, law enforcement agencies, corrections and judicial administrators and others with a stake in the justice system. The Institute seeks to increase understanding of the risks and needs of criminal offenders; the feasibility of prisons for purposes of punishment and public protection; and the emergence of sentencing alternatives such as restitution, intensive supervision, house arrest and community service. Mark D. Corrigan directs the Center. He is assisted by Marcia R. Chaiken, a sociologist specializing in predictors of serious crime; Dale G. Parent, deputy director of the Institute, who is an expert in sentencing practices; and Norman R. Kurtz, who serves as associate director for research.

## **Program on Labor in China**

This program is alone in linking the U.S. with China in human resources and income security. To date, two executive education institutes have been held in China on labor market and other related topics for students, academics and government officials. The program offers executive education programs on private and social insurance as well as on civil service issues. The Chinese wish to learn about Western institutions. Our interest is to study labor and welfare institutions prior to 1979 as well as those under the Deng program of economic reform. Eventually, there should be a flow of students between the two countries. The Heller School is joined in the program by officials of government, labor unions, management and universities affiliated with a wide variety of U.S. institutions.

## **Nathan and Toby Starr Center on Mental Retardation**

This program trains individuals as researchers, planners and administrators in the fields of mental retardation and other developmental disabilities. The program offers a number of advanced courses in mental retardation and other developmental disabilities; specialized research training through participation in current research projects; faculty tutorials on particular individual interests; independent study using the program's unusually thorough and extensive resource files; and many other community, state, interuniversity and international resources with which the program and the Heller School have collaborative arrangements. The program has a formal affiliation with the Eunice Kennedy Shriver Center. In 1985, the Starr Center on Mental Retardation was created through the philanthropy of Nathan and Toby Starr of Toronto, Canada. The Starr Center sponsors a seminar series, visiting scholars activities, conferences and workshops, student and faculty research and the Dybwad Library. Marty Wyngaarden Krauss serves as the director of the Center activities. Professor Emeritus Gunnar Dybwad, the former director and internationally recognized leader in mental retardation, remains an active leader in the Starr Center.

Areas of current research include evaluation studies of long-term residential care and community service delivery systems for mentally disabled persons, vocational and job training programs for mentally retarded adults, the effects of early intervention services on handicapped children and their families and a national survey of programs serving elderly mentally retarded persons.

Under a grant from the National Institute of Child Health and Human Development, student stipends and tuition scholarships are available for a limited number of qualified Ph.D. candidates in the Heller School.

## **The Peter E. Heller Program on Innovations**

This program, established in 1984 and directed by Leonard Hausman, supports the education program of the Heller School, assists students and funds project research and visiting scholars.

The program is rooted in the concern with a breakdown in national consensus and an eroding national social conscience. In its first year, the program sponsored research on a sense of national unity and purpose. Social policies should be implemented to deal with social problems. However, it is also important to look beyond the immediate costs and benefits of a policy toward its broader impact on the public spirit.

The program, still in its early stages, has already sponsored comparative research on alternative ways to improve the career training and integration of young people. The program also contributes to studies of how to expand the role of private institutions to provide social protections. A seminar series on "Social Problems and Social Policies in Affluent Societies" will be held at the Heller School. The program also funds research on family disruption problems and the breakdown of family responsibility in the U.S. and other affluent societies.

Although the focus of the research and policy ideas is on U.S. problems, the program is sponsoring efforts to gain perspective on our problems by learning about how other affluent countries have experienced these problems.

The Peter Heller Program brings together a wide audience of citizens, private leaders and public officials to share the findings of the research and to stimulate the forging of a new consensus about how to deal effectively with social problems in ways that foster a renewed sense of national unity and national purpose.

## **The Center for Social Policy in the Middle East**

The Center for Social Policy in the Middle East fosters transnational cooperation among Arabs and Israelis in the fields of health, welfare and human resources through research and field projects designed to solve difficult social problems and contribute to regional development.

The Center was launched at Brandeis University in 1983 at a meeting of Egyptian, Israeli and American scholars and public officials. It is guided by an international Board of Advisors, chaired by Joseph A. Califano, Jr., former Secretary of the Department of Health, Education and Welfare. Vice chairs are Alexander M. Haig, Jr., former U.S. Secretary of State, and Leo Fields of Dallas, Texas. The Center's Board of Advisors embodies its purpose and spirit by having Arab-Americans and American Jews as the majority of its members. The director is Leonard Hausman and the associate director is Susan Miller.

The Center's objectives are to conduct cooperative research on common Middle Eastern social problems, to train Middle Eastern researchers and practitioners in the social welfare area and to establish programs in health care, entrepreneurship and education that will benefit the people of the region. Social policymakers in Middle Eastern countries help in designing and implementing these projects; in the United States, government, academic and business organizations contribute to project support. Other academic institutions working with the Center include the Edwin Cox Business School of Southern Methodist University and the UCLA School of Public Health.

*The Economic Consequences of Peace*  
Creating a network of economic relationships among Israel and its neighbors will reinforce regional peace. The aim of this project is to evaluate the possibilities for fruitful economic relationships, both present and future. Teams will be set up in each participating society, with each team conducting research in its own economy based on prenegotiated terms of reference. American economists will organize, coordinate and facilitate the multicountry research.

### *Setting an Agenda for Cooperative Development: A Consultation Involving U.S. and Regional Groups and Organizations*

Cooperative development is any sustained activity which seeks to promote economic and social growth through Israeli-Arab interaction. This consultation will bring together for the first time Americans, Israelis and Egyptians participating in joint projects in the medical, scientific and agricultural fields, and will focus on information-sharing, coordination and planning.

### *Encouraging Small Business: A Workshop to Promote Middle East Development Through Joint Ventures*

This project is aimed at encouraging private sector development of small and medium size enterprises. A group of entrepreneurs, venture capitalists and facilitators will meet to explore complimentary economic activities. Participants will include Middle Easterners, Europeans and Americans from government, business and academia.

### *Institute for Human Resources in the Middle East*

In cooperation with Southern Methodist University, the Center offers a two-week management seminar for mid-level government officials from Israel and Egypt. The Institute is designed to introduce appropriate skills in policy development and management in the areas of employment, entrepreneurship and human resources. It is a joint project with the Heller School's Center for Human Resources.

### *Improving Health on the West Bank and Gaza*

This project is a consultation aimed at discussing major issues of Palestinian health. It will bring together leading Palestinian health professionals and United States experts in areas of health administration, training and financing. It is a joint project with the Heller School's Health Policy Center.



## Course and Residency Requirements

Residency requirements are fulfilled when doctoral students entering with an advanced degree complete at least 14 courses. Those entering without a master's degree need 18 courses to satisfy the requirement.

Master's students satisfy residency requirements when they complete 12 courses and the management laboratory project.

Full-time study is defined as an average of four courses per semester. Part-time students in the master's program have up to three years to complete all requirements for graduation. Full-time Ph.D. students must complete all degree requirements within 10 years. Ph.D. students admitted on a part-time basis have 12 years to complete all requirements. Students failing to finish in the specified period of time must return for an additional year of course work for completion of the degree.

## Registration

Every resident student must file a Registration Card with the Registrar within the first two weeks of each semester. The requirement pertains to every Heller student, whether attending regular courses of study, carrying on research or independent reading, writing a dissertation or using any academic service or University facility.

If registration is not completed within the first two weeks, a charge of \$25 will be added to tuition.

## Program of Study

Before registering, students plan a program of study in consultation with their advisor. All courses to be taken in the semester must be listed on the registration card. Audited courses must

also be noted as "audit." Registration cards must be signed by the advisor. Courses may be added, dropped or changed from audit to credit (or vice versa) until mid-term. In the case of six week courses offered during the summer, students must make the decision to drop or add the course by the second week of instruction. All changes prior to final registration must be initiated by the advisor.

## Evaluation Procedures

Instructors evaluate student performances in courses as:

*Satisfactory*, indicating that a student has successfully completed all the requirements of the course and has earned course credit toward the degree.

*Marginal*, indicating that a student encountered difficulty with the course materials. Marginal grades do not appear on the permanent record and are counted toward the degree requirement.

*Incomplete*, indicating that students have not completed all requirements for a course at the end of the semester. They may be given a grade of *Incomplete* by the instructor. The *Incomplete* grade may be changed to *Satisfactory* by the instructor upon the satisfactory completion of all requirements.

Master's students must finish all requirements for *Incompletes* by the end of the second week of the following semester or term or the course grade will become an *Unsatisfactory*.

Ph.D. students must finish all requirements on the following schedule: fall semester *Incompletes* must be completed by the following September; spring semester *Incompletes* must be completed by the following January 1; summer *Incompletes* must be completed by the following February 1. If all course work is not satisfactorily completed on schedule, the *Incomplete* grade will become an *Unsatisfactory*.

Extensions for *Incompletes* may be granted only for exceptional [not instructional] circumstances by the associate dean after discussion with the instructor.

*Unsatisfactory* means that the student's performance does not meet the requirements for course credit. If an *Unsatisfactory* rating is received in a required course, the course may be retaken. Should the new rating be *Satisfactory*, it will replace the former *Unsatisfactory* rating. A doctoral student with two *Unsatisfactory* ratings or four Marginals (or one *Unsatisfactory* and two Marginals) will be referred to

the Associate Dean and may be asked to withdraw from the program. Any master's student with two or more Marginals, or one Marginal and one *Unsatisfactory*, will be referred to the associate dean. Two *Unsatisfactory*s or three Marginals constitute grounds for dismissal from the master's program.

#### **Audits**

Students may audit classes with the permission of the instructor. An audit will be entered on the permanent record only if the instructor indicates that the student has attended class on a regular basis.

#### **Tutorials**

A student's advisor may request in writing that the associate dean grant course credit for a tutorial. Such a recommendation must be made prior to the tutorial and should include an outline of the work and assignments to be covered as well as the circumstances justifying a tutorial for a course. In general, tutorials may not be used to replace courses offered in the School.

#### **Consortium**

Brandeis University is part of a consortium including Boston College, Boston University and Tufts University, enabling Heller students to take courses at these institutions. Full-time doctoral students are permitted to take a total of four courses outside the Heller School; part-time doctoral students and master's students may take two. Students wishing to take courses at other institutions must first complete four Heller School courses and obtain approval from the associate dean prior to enrolling in the course. Outside courses may not be used to substitute for courses offered in the Heller School's curriculum. Students are usually responsible for paying full tuition to Brandeis. In unusual circumstances, students may request to waive this requirement.

#### **Special Student Status**

Any individual not formally admitted to the Heller School wishing to take a course must apply for special student status. In order to receive special student designation the following criteria must be met: the request must be reviewed and approved by the associate dean; the consent of the instructor of the course must be given; and tuition must be paid prorated on the basis of full-time study equivalent to four courses. Special students may take only a total of two courses. Enrollment as a special student implies no special consideration for admission to the degree program.



The Heller School receives announcements from all over the country with openings for faculty, research personnel, human services managers and policy analysts. Announcements come to the School and are shared directly with students. The University's Hiatt Career Development Center also provides Heller graduates with professional assistance in job placement.

Career workshops, featuring training in resume writing, interview skills, targeting of career goals and marketing of individual strengths are held annually to aid students in their job search. Contact with potential employers is maintained through a series of recruitment visits to the School, luncheons with colloquium speakers and correspondence. The School maintains with various agencies, governmental departments and universities. For master's students, the management laboratory projects provide an important source of professional contacts and in some cases, direct job offers. The School's faculty and alumni provide another important source of information about the job market and referrals. Heller alumni are in leadership roles in the total range of social welfare contexts and provide a primary network for assisting graduates in locating appropriate professional positions. Frequently alumni recruit graduates directly for vacancies in their organizations.



### **Tuition and Fee Schedule**

The following tuition and fees are in effect for the 1987-88 academic year. These figures are subject to annual revision by the Brandeis Board of Trustees: Full-time Resident Tuition for the Doctoral Program, \$11,700; Part-time Tuition, \$975/course; Full-time Resident Tuition for the 12-month Master's Program, \$11,700; Full-time Resident Tuition for the 15-month Master's Program, \$12,700; Part-time Master's Tuition, \$975/course.

### **Application Fee, \$35**

The application fee is payable by applicants to both the doctoral and master's program when the application is submitted. Applications will not be processed without this fee.

### **Matriculation Fee, \$200**

All students admitted to either program are required to pay a matriculation deposit of \$200 to reserve a place in the entering class. The deposit is not refundable but is applied toward tuition for matriculants.

### **Diploma Fee, \$15**

Payable by all candidates for the master's degree.

### **Transcript Fee, \$2**

Students, former students and graduates who request official transcripts of their records in the Heller School are charged \$2 for each copy issued after the first one, which is free. Requests by mail for transcripts must be accompanied by a check in the correct amount payable to Brandeis University. Transcripts will be issued only to those students whose university financial records are in order.

### **Student Health Services Fee, \$230**

The Student Health Services Fee entitles the graduate student to use the University's Health Services.

### **Student Health Insurance Fee, \$265**

All students (except special and continuation students) are required to have personal health insurance. Payment of the insurance fee entitles the graduate student to participate in the benefits of the Health Insurance Program. The fee is payable at registration and no portion is refundable.

### **Dependent Health Insurance Coverage**

Although the health services offered at Stoneman Infirmary are not extended to dependents of students, an optional family health insurance plan is available to married students for a fee of \$465 for student and spouse and \$635 for the family plan. Special students are not eligible for this plan.

### **Parking Fee, \$25 to \$40**

Payable annually at fall registration for privilege of parking an automobile on campus. The fee varies with assigned parking area.

### **Late Registration Fee, \$25**

The late fee is payable for failure to complete registration at the time announced by the Heller School.

### **Incomplete Records Fee, \$25**

The fee is payable for failure to complete administrative requirements by date(s) specified in the Academic Calendar and/or Catalog (e.g., late filing of Health Examination Report, failure to register, etc.).

### **Cap and Gown Fee, \$13**

The fee is payable by all candidates for the master's degree.

### **Nonresident Fee, \$20**

Students who have completed their residence requirements and who do not wish to use the University facilities or who do not wish to defer student loan payments during the period in which they are preparing for the completion of the degree may petition for continuation status, and pay an annual fee of \$20.

### **Final Doctoral Fee, \$250**

This fee covers all costs for the year in which the Ph.D. degree will be conferred, including the costs for the microfilm publication of the doctoral dissertation, the publication of the abstract of the dissertation in "Dissertation Abstracts," copyright protection, issuance of a Library of Congress number and appropriate library cards and binding of six copies of the dissertation.

The final doctoral fee also covers the rental expenses for academic robes for graduation and cost of the diploma. All candidates for the Ph.D. degree must pay the \$250 final doctoral fee prior to the receipt of their degree.

Students who have paid the \$20 continuation fee in the final year may deduct it from the final doctoral fee of \$250.

### **Refunds**

The only fee which may be refundable, in part, is the tuition fee. No refund of the tuition fee will be made because of illness, absence or dismissal during the academic year. If a student withdraws, he or she may petition the dean of the Heller School for a partial refund of tuition in accordance with the following: before the opening day of instruction, 100% of semester tuition; on or before the second Friday following the opening day of instruction, 75% of semester tuition; on or before the fifth Friday following the opening day of instruction, 50% of semester tuition; after the fifth Friday following the opening day of instruction, no refund. All refunds are subject to review and final approval of the University controller and will be disbursed only upon written request.

### **Financial Policy**

Tuition and fees are due when billed. A student who defaults in the payment of indebtedness to the University shall be subject to suspension, dismissal and refusal of a transfer of credits or issuance of a transcript.

Such indebtedness includes, but is not limited to, delinquency of a borrower in repaying a loan administered by the Student Loan Office, and the inability of that office to collect such a loan because the borrower has discharged the indebtedness through bankruptcy proceedings. A student who has been suspended or dismissed for nonpayment of indebtedness to the University may not be reinstated until such indebtedness is paid in full.

### **University Records Policy**

The Brandeis University records policy contains procedures and constraints governing the disclosure to third parties of personally identifying information gained from official records; procedures and rights governing student access to his/her educational records; the nature and location of various records maintained by the University and the title of the University official responsible for their maintenance, supervision and interpretation; and procedures by which students may seek to remedy alleged inaccuracies in University records.

### **Living Expenses**

The following estimates of living expenses provide some reasonable expectation of the costs of living in the Boston area for the 1986-87 academic calendar based on 10 months and should be proportionately calculated to include summer months and a 10 to 12 percent increase for 1987-88 and subsequent academic years.

A single person will need a minimum of \$11,200 excluding tuition to cover the following living costs: health fees (\$255), books and xeroxed materials (\$800), rent (\$4000), food (\$3500) and transportation, recreation and miscellaneous expenses (\$2,600). For students with a family, calculations should include an additional \$5500 for the spouse and \$2500 for each child.

## **Financial Aid**

The School attempts to assist as many students as possible in securing financial aid, although it expects that candidates for admission will explore a variety of outside funding sources such as private scholarships, foundation grants to individuals, state scholarships, G.I. Bill benefits and governmental loan programs.

The Heller School receives a number of federally sponsored grants which provide tuition fellowships and monthly stipends for eligible students. In addition, the Heller School has a limited number of fellowships which are awarded on the combined basis of need and merit. A number of research positions and teaching assistantships are also available for qualified students.

Eligibility for financial aid of any kind requires a current Graduate and Professional Student Financial Services form (GAPSFA\$) on file at the Heller School. Forms may be obtained at the Heller School or from the Educational Testing Service Box CN6660, Princeton, NJ 08541-6660.

## **Loans**

Guaranteed Student Loan Program (CSLP). Students may be eligible for a guaranteed student loan if they meet the following requirements: (1) are accepted for enrollment or are attending Brandeis University and are in good standing as determined by the University; (2) are carrying at least one-half the normal full-time work load; (3) are a citizen or national of the United States or are in the United States for other than a temporary purpose; and (4) can demonstrate need. Eligible students may be able to borrow up to \$5,000 in any academic year at a nine percent interest rate, and do not have to begin repayment until six months after they cease to be at least a half-time student. The total amount a student may borrow under the Guaranteed Student Loan Program, including both undergraduate and graduate school loans, may not exceed \$25,000. Special students are normally ineligible for such loans.

Information and applications for this program are available from banks, savings and loan associations and credit unions.

Students who plan to borrow through one of the participating sources must have on file at the Heller School a current Graduate and Professional Student Financial Aid Service form (GAPSFA\$).

## *The Graduate Student at Heller*



### **The University**

Brandeis University, founded in 1948, is regarded as one of the finest small, private research universities in the United States.

Brandeis is located in Waltham about 10 miles west of Boston. Commuter rail and subway connections not far from campus provide access to the metropolitan area. Boston-Cambridge, known for its cultural and ethnic diversity, historical landmarks and concentration of distinguished colleges and universities, is one of the country's most attractive urban areas.

The Brandeis community also affords students a broad diversity of cultural and professional events: the University attracts noted speakers and artists; there are weekly classical music concerts and the Spingold Theater Arts Center stages

a varied program of entertainment. The Rose Art Museum offers a full range of paintings and sculpture by prominent foreign and American artists, and facilities are available for student artists.

The Brandeis campus consists of 250 acres with more than a hundred buildings. The Heller School is housed in its own educational and research center and is adjacent to Goldfarb and Farber Libraries. The school consists of a modern building which contains classrooms, faculty and student offices, research facilities, on-line computer terminals, a personal computer laboratory, a reading room and the Heller Lounge, used for a diversity of meetings, lectures and social occasions.

### **Colloquia and Lecture Series**

Throughout the academic year numerous guest speakers visit the Heller School, providing a range of perspectives on issues of interest to the Heller community. Weekly colloquia,

informal talks, panel discussions and symposia enable students to question the research findings or policy approaches of the speaker. Among the speakers who have appeared at colloquia are: Honorable Chester Atkins, Congressman, Massachusetts Senate Committee on Ways and Means; Judge Nanette Dembitz, New York City Family Court; Earl Gadberry, president, ALCOA Foundation; Howard Goldman, M.D., Ph.D. (Heller), assistant director, Mental Health Financing; Richard Israelowitz, Ph.D. (Heller), professor of social work, Ben Gurion University, Israel; Cardinal Bernard Law, Archdiocese of Boston; Honorable Howard Metzenbaum, U.S. Senator, Ohio; and Paul Starr, Ph.D., sociologist, Princeton University.

The School also offers a schedule of research presentations at which faculty members and senior research associates acquaint the Heller community with their current activities.

### **Evening Benefit Series**

Once a month students specializing in employee benefits are invited to join with local benefits specialists to hear lectures and discussions of major benefits issues. The lectures are conducted by invited experts.

### **Student Participation**

Students participate in a variety of School activities. Students elect a Steering Committee annually which organizes monthly meetings and represents student interests to the administration and faculty. In addition, student representatives serve on the dean's Advisory Committee, Curriculum Committee, Admissions Committee, Grievance Committee and on the Heller School's Board of Overseers.

Student evaluations of each course are compiled and analyzed to help in assessing the effectiveness of faculty, reading lists and course offerings.

Meetings, classes and study do not account for all student involvement at Heller. Students are also involved in leisure and recreational activities on campus including intramural sports, wine and cheese receptions, School parties and other activities.

### **Housing**

Most Heller School students live in apartments in Waltham, Cambridge and the Greater Boston area. A limited number of apartments are available for graduate students through the Office of Residence Life and University Housing. The University also maintains up-to-date listings for persons interested in renting apartments, subletting houses and sharing apartments with roommates.

### **Day Care**

The Lemberg Children's Center is a nonprofit, cooperative day care center under the auspices of the University for children two to six years of age. The Center is open Monday to Friday, 8 a.m. to 5:45 p.m., 12 months a year. Tuition is on a sliding fee scale with a limited number of less expensive, public assisted tuitions available. Preference is given to children of members of the Brandeis community.

### **Athletic Facilities**

The facilities of Shapiro Athletic Center are available for use by graduate students when scheduled athletic events are not in progress. Gymnasium facilities, indoor swimming pool, outdoor track and outdoor tennis courts are some of the activities available. Lockers may be rented in either the gym or pool area.

### **Student Center**

The Usdan Student Center, near the Heller School, houses several cafeterias where meals and snacks may be purchased on an individual basis or through meal plan contracts. Kosher meals are available at Sherman Dining Hall, which is also the location of the Stein, where pizzas, hamburgers, beer and wine may be purchased.

Other facilities at the student center include a bookstore, where all required course material is available, a post office, a game room and a travel agency.

### **Computer Access**

The Heller School has its own computer room with IBM and Digital micros and a software library as well as terminals that allow direct access to the University's Feldberg Computer Center. Heller students may also use microcomputers at a University computer pod in Schiffman Hall or at Feldberg; both buildings are located near Heller. Computer instruction is integrated in course work and minicourses are provided for the use of special software programs, including word processing.

### **Libraries**

The Brandeis Goldfarb Library and the new Farber complex, situated next to the Heller School, house approximately 775,000 volumes, microfilm holdings,

periodicals and newspapers. The library also provides computer assisted library services. In addition, Heller faculty and staff members have compiled extensive collections in several substantive areas. Specialized collections in gerontology, long-term care and health policy are housed at the School. The library collection in mental health and mental retardation is among the largest in the country. The Heller School Livingston Reading Room contains nearly 300 doctoral dissertations, management laboratory project reports, numerous scholarly journals and a collection of selected United States and Massachusetts state documents.

### **Health Services**

Health services are available for all Heller students at the University Health Center at Stoneman Infirmary and the Psychological Counseling Center for an annual fee. All students must have personal health insurance. A health insurance plan is offered through the Health Center for those who are uninsured or elect to use the Health Center plan.

### **The Heller School Alumni Association**

The School's Alumni Association was established in the early 1970s with membership automatic for all graduates. Since 1978, the Association has been enriched with the introduction of our more recent MMHS graduates. Representation of our alumni is assured on the School's Board of Overseers and on the National Board of the University's Alumni Association.

There is regular communication with alumni and twice a year the School publishes and mails *Footnotes* to all alumni. Special alumni events are held yearly in Boston, at regions throughout the country and at national professional meetings.

The Association has been an effective network: recommending new students, suggesting dissertation opportunities, making known job possibilities and serving as both a professional and social exchange for its members.

*Faculty and  
Research Staff*



**Stuart H. Altman**, dean of the Heller School, is an economist whose research interests are primarily in the area of federal health policy. He is at present chairman of the Congressionally legislated Prospective Payment Assessment Commission. He is currently president of the Foundation for Health Services Research and is a member of the Institute of Medicine of the National Academy of Sciences. He serves on the editorial boards of *Compensation Benefits and Management and Health Policy*.

Between 1971 and 1976, Dean Altman was the deputy assistant secretary for Planning and Evaluation/Health at HEW. While serving in that position, he was one of the principal contributors to the development and advancement of the Administration's National Health Insurance proposal. From 1973 to 1974, he was also deputy administrator at the Cost of Living Council, where he was responsible for developing the Council's program on health care cost containment.

Recent publications include *The Growing Physician Surplus: Will It Bankrupt or Benefit the U.S. Health System, Financing Hospital Care: An Uncertain Future and Will the Medicare Prospective Payment System Succeed: Technical Adjustments Can Make the Difference*.

**Lawrence N. Bailis**, a political scientist, is a senior research associate at the Center for Human Resources. His principal research and teaching interests include the design, implementation and evaluation of human service programs, and the role of community groups in these processes. His current research includes a comparative analysis of programs funded by government agencies and by private companies, and several studies of employment programs for welfare recipients and other disadvantaged groups. Representative among his publications are "Private Sector Initiatives: Vygematic of the 1980s" in the *New England Journal of Human Services*, "Humphrey-Hawkins, Workfare, and Attila the Hun" and *Bread or Justice: Grassroots Organizing in the Welfare Rights Movement*.

**Ralph E. Berry, Jr.**, an economist, is an adjunct professor. His principal research interest is health economics. He has researched and published in the areas of health care regulation, the economic cost of disease and public policy. Representative among his publications are: "Cost and Efficiency in the Production of Hospital Services," *The Economic Cost of Alcohol Abuse* and "Research Needs for Future Policy" in *Hospital Cost Containment*. He is an associate editor of *The Review of Economics and Statistics* and a member of the editorial boards of *Inquiry* and *The Urban and Social Change Review*.

**Christine E. Bishop** is an economist specializing in health economics, with particular emphasis on the production and demand for long-term care services by the elderly. Recent publications have been concerned with the determinants of living arrangements of the elderly and the problems of supplying long-term care insurance to the elderly. She has also carried out research concerning the health care work force, nursing home investment and cost and home health care. She consults to various federal agencies on research and policy issues.

**William Bloomfield** is assistant director of The Center for Human Resources at Brandeis University and program manager for The Career Beginnings Program, a 25-site National Demonstration Project. He also serves as editor of *Youth Programs*, the Center's newsletter to practitioners throughout the United States. He has worked with educational institutions, community organizations, government and state and private rehabilitation agencies as a trainer and consultant in employment policy, human resource management, program design, evaluation, curriculum development, vocational and career planning. From the late 1970s through 1985, he served as a senior field service officer for The Urban Reinvestment Task Force/Neighborhood Reinvestment Corporation.

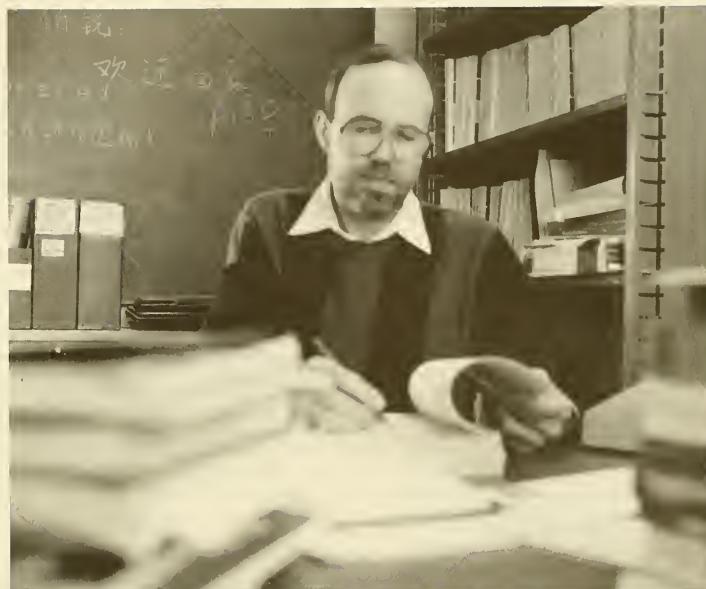
In 1982, *The Vocational Action Plan*, a new curriculum and counseling guide, was published and is currently being used in hundreds of schools and employment programs throughout the country. Mr. Bloomfield has recently coauthored a Center study on Work and Welfare Issues and currently serves as a consultant to the Smithsonian Institution, New Jersey Department of Community Affairs and the National Youth Practitioner's Network, among others.

**Gerald W. Bush** has extensive experience in the public, private and not-for-profit sectors. He has held positions as senior vice president of human resources for a Fortune top 10 corporation and in the consulting industry. He was a Presidential appointee in both the Kennedy and Johnson Administrations and served three years as a city commissioner in Boston, MA. He is president of the National Head Injury Foundation and a founding director of the National Council on Urban Economic Development. At the Heller School, he directs the Employee Benefits Program. He is editor-in-chief of the *Journal of Compensation and Benefits Management*.

**Erik Payne Butler** is lecturer and director of the Center for Human Resources. An experienced manager and policymaker in human resource programs, he directs the Center for Human Resources' work in youth employment and education, welfare studies and human resource management training. He also has a strong interest in the management of nonprofit organizations, in public-private partnerships and in progressive education for school dropouts. He came to the Heller School in 1979 after running employment and training programs for the City of Boston, and took a leave in 1980 to be executive director of the White House Task Force on Youth Employment. With undergraduate and graduate degrees from Harvard, Dr. Butler is the coordinator of the Management Laboratory Program for the master's in Management of Human Services Program.

**James J. Callahan, Jr.** is currently director of the Policy Center on Aging, director of an NIMH funded mental health training program, and a lecturer/senior research associate. He has extensive background in public administration, research and education. His public sector experience includes service in Massachusetts as Commissioner of Mental Health, Secretary of Elder Affairs and as Assistant Commissioner for Medical Assistance [Medicaid]. Dr. Callahan previously served as director of the Heller School's Levinson Policy Institute conducting long-term care research and was director of the Ph.D. Program in 1982 and 1983.

**Marcia R. Chaiken** is a senior research associate at the National Institute for Sentencing Alternatives. Before coming to NISA, Dr. Chaiken was a senior research sociologist at Hamilton, Rabinovitz and Szanton. Prior to that she worked as a research sociologist at the Rand Corporation and was a visiting lecturer in sociology at the University of California, Los Angeles. Dr. Chaiken is completing a study funded by the National Institute of Justice to assess selection criteria used in career criminal prosecution programs. While at Rand, she conducted



research to determine predictors of serious, high rate criminal behavior. She has written several articles and monographs, and is the coauthor of *Varieties of Criminal Behavior*, published by the Rand Corporation in 1982. She received her doctorate in sociology from the University of California, Los Angeles.

**Linda M. Chatters** is a developmental psychologist who specializes in the area of aging and human development and survey research methodology. Her current research interests include subjective well-being evaluations among older groups, family support systems, self-perceived health status and the role of religion and the church as a source of informal assistance to the elderly. A special focus of her work concerns research on minority elderly persons and the influence of cultural factors on the aging process. She is formerly a research investigator and National Institute on Aging research fellow with the Institute for Social Research at The University of Michigan. Dr. Chatters has had considerable experience with survey research methods and data collection efforts. She is a member of the Gerontological Society of America and the American Psychological Association and has published in the *Journal of Gerontology*, *The Gerontologist*, *Journal of Black Studies* and *The Black Scholar*.

**Mark D. Corrigan** is the director of the National Institute for Sentencing Alternatives at the Heller School. He has extensive background in corrections management and criminal justice policy development. For two years prior to his appointment at Brandeis, Mr. Corrigan served as first deputy commissioner of the New York City Department of Corrections. He has also worked as executive deputy commissioner of the New York State Department of Correctional Services, and special assistant to Mayor John V. Lindsay. His areas of expertise are sentencing reform, prison and jail overcrowding and corrections. Mr. Corrigan is coauthor of *Cutback Management in Criminal Justice: A Manual of Readings* and has also written articles on this same topic as a consultant and executive trainer for the U.S. Department of Justice and the National Institute of Corrections.

**William Crown** is an economist and regional planner who specializes in macroeconomic issues of demographic change. His current research interests include the "burden" of an aging society and the state economic impacts of elderly migration. From 1978 to 1982, he was a researcher and project director for the Multiregional Planning Project at MIT. Recent papers include "Some Thoughts on Reformulating the Dependency Ratio" and "Trends in the Economic Status of the Aged and the Implications for State Policy." He is a member of the American Economic Association, the Regional Science Association and the Gerontological Society of America.

**Susan P. Curnan**, formerly director of a Youthwork National Exemplary Demonstration Project in New England, is senior research associate and director of Program Assistance at the Center for Human Resources. Ms. Curnan holds an M.F.S. in resource planning and management from Yale University and B.A. and M.S. degrees from Stony Brook University and New York University at New Paltz. Her work at Brandeis for the last three years has been focused in the area of youth employment and education, including policy analysis, program design and evaluation projects in more than two dozen cities around the country. A specialist in projects designed to enhance the employability and employment prospects of young people, with particular expertise in competency based program design and worksite training, Ms. Curnan provides direct pragmatic technical assistance to Private Industry Councils, Service Delivery Areas and local educational agencies under JTPA.

**Henry S. G. Cutter**, a research social psychologist at the Veterans Administration Medical Center, Brockton, MA, specializes in the field of alcoholism. Current research interests include analysis of the motives for drinking (and not drinking) among alcoholics and rate of relapse to drinking after treatment, influence of spouse as a model on drinking behavior among married couples and the role of endogenous brain opiates in ethanol analgesia. Professor Cutter has had considerable experience in the evaluation of treatment for married alcoholics and their wives and in the group treatment of the drug-dependent in therapeutic communities. Currently he is developing a rating scale for the measurement of "alcoholic denial" and exploring the utility of pain tolerance as an indicator of favorable response to treatment among substance-dependent persons. He is also a liaison between the Heller School and the Health Services Research and Development program of the Veterans Administration. His aim is to focus the expertise and interest of Heller faculty and students on health policy, planning and research issues relevant to the Veterans Administration.

**Stephen F. Fournier**, an adjunct faculty member, is a Ph.D. candidate in the Department of Urban Studies and Planning at the Massachusetts Institute of Technology. His current research focuses on the linkages between migration, trade and regional economic growth. His computer expertise stems from six years of programming involving several IBM and Digital systems. He is familiar with and has led seminars on some of the leading software packages, including Lotus, Wordperfect and SPSS. He is a member of the Regional Science Association.

**Barry L. Friedman** has worked extensively in the area of income maintenance. He has conducted many studies relating to welfare and work ranging from econometric studies to process analyses of program design and administration. He has worked on evaluations of social service programs and was involved in a study of contracting social services. He has been investigating the role of the private

business sector in providing social protections and how well these private protections are integrated with protections from government. He has also begun working on the development of social policy and social welfare institutions in developing countries, particularly China.

**Janet Zollinger Giele**, a sociologist, specializes in research on women, aging and the life course and family policy. Since 1980 she has directed research on women's changing life patterns in a study funded by the Lilly Endowment and the National Institute on Aging. From 1962 to 1970, she taught at Wellesley College, and has been a fellow and senior fellow of the Bunting Institute of Radcliffe College. In 1972, she was named principal consultant to the Ford Foundation Task Force on Women and published her findings in *Women: Roles and Status in Eight Countries* (1977) and *Women and the Future: Changing Sex Roles in Modern America* (1978). In 1977-78, she directed a year-long seminar on the Social Science Research Council that resulted in a collection of papers on *Women in the Middle Years* (1982). She is currently at work on her fourth book, *Two Paths to Equality: Women's Suffrage and Woman's Temperance*, an account of the nineteenth-century feminist movement.



**David G. Gil**, a social worker and social scientist, teaches social theory, social philosophy, social policy and political action. His research and practice focus on social and individual problems intrinsic to capitalism and on strategies to transform capitalist states into democratic-socialist commonwealths. Before coming to Brandeis in 1964, he worked in agriculture, industry and social work in Sweden, Palestine, Israel and the United States. His writings include *The Challenge of Social Equality, Beyond The Jungle, Violence Against Children, Unravelling Social Policy, Toward Social and Economic Justice*, (coeditor) and *Child Abuse and Violence* (editor), as well as numerous journal articles. He has served on the editorial boards of several professional journals and has taught at Washington University, Smith College, Harvard University Extension and McGill University. He has recently served as president of the Association for Humanist Sociology and is now director of the Center for Social Change Practice and Theory at the Heller School.

**Jay Greenberg** teaches in the area of long-term care planning and policies. He heads the Social Maintenance Organization demonstration project. His professional activities have focused on the needs of the elderly and the problems confronted by state and federal government in developing effective forms of delivery for health and community-based support services. He has served as a consultant to numerous federal, state and local governments, including the National Governor's Association and HCFA's Long-Term Care Demonstration Projects.

**Leonard W. Gruenberg** has been working for the last 10 years as a health planner and policy analyst specializing in the area of long-term care. He has developed certificate of need guidelines for long-term care institutions for the Commonwealth of Massachusetts and has coordinated a large-scale evaluation of the Pennsylvania Domiciliary Care Program. Currently he is designing an experimental health and social service program for chronically impaired elderly, which will integrate concepts from experimental community care organizations and from health maintenance organizations.

**Andrew B. Hahn** is assistant dean for external programs and lecturer. He conducts policy analysis, training and demonstration projects for federal agencies, corporations and major foundations on the employment problems of disadvantaged persons. His recent book, *What Works in Youth Employment Policy*, with Robert Lerman, is a synthesis of practical lessons for program managers and policymakers about effective youth employment strategies. A new interest is focused on the evaluation of privately provided employee benefits and the relationship between benefits coverage and human resource problems, such as turnover and productivity. With graduate degrees from Harvard and the Heller School, Dr. Hahn teaches Program Evaluation Research and Employment and Training Policy at the Heller School.

**Leonard J. Hausman** has responsibility for three programs. He is director of the Center for Social Policy in the Middle East, the Program on Labor in China and the Peter E. Heller Program on the National Social Conscience and the Future of the Social Protection System. He currently is writing a book on the social protection systems.

**Kenneth J. Jones** is interested in the area of cost, financing and efficacy of various service modalities for the developmentally disabled. Recent publications include "The Costs of Ideal Services to the Developmentally Disabled Under Varying Levels of Adequacy" and "Policy Implications for the Five-Year Study of Cost and Services Needs of the Developmentally Disabled." He teaches in the areas of computers, multivariate analysis and forecasting time series. He is a fellow of the American Association for the Advancement of Science.

**Albert L. Kramer**, a district court judge in Massachusetts, specializes in criminal justice and the politics and administration of government. He was chief policy adviser to former Massachusetts Governor Francis W. Sargent with responsibility for policy development, drafting and writing major state policy papers and speeches. He was founder and director of The National Institute for Sentencing Alternatives (NISA) at Brandeis, the Massachusetts Law Reform Institute and executive director of the Voluntary Defenders Committee, Inc.

**Marty Wyngaarden Krauss** is the director of the Starr Center on Mental Retardation and the Mental Retardation Training Program. She is also the director of the social science research department at the Eunice Kennedy Shriver Center for Mental Retardation. Her current research projects include a longitudinal assessment of the impacts of early intervention programs, a national survey of programs serving elderly mentally retarded persons and ongoing analysis of services to handicapped persons using statewide management information systems. She is a coauthor of *Coming Back: The Community Experiences of Deinstitutionalized Mentally Retarded Persons*, as well as numerous articles and chapters on service delivery issues for persons with handicapping conditions.

**Norman R. Kurtz**, associate dean for educational programs of the Heller School and recently appointed to the Lester and Alfred Morse chair in Urban Studies, is a sociologist with primary research interests in alcohol policy and criminal justice. His primary teaching contribution is in the area of statistics and research design. Dr. Kurtz is the author of *Introduction to Social Statistics* and the coauthor of *America's Troubles: A Casebook on Social Conflict*. His recent publications have focused on alcohol treatment in work settings, issues in drunk driving and developing scales for assessing motives and reasons that lead alcoholics to sobriety. He is the coauthor of *Occupational Foundation, Bibliographic Series No. 17, 1984* and of *Coming Back, The Community Experiences of Deinstitutionalized Mentally Retarded People*. He also serves as the associate director for research in the National Institute for Sentencing Alternatives and on the editorial board of the *Journal of Studies on Alcohol*.

**Robert Lerman** is an economist who works on research and policies that deal with poverty, income inequality, unemployment and family instability. While at the Joint Economic Committee of the U.S. Congress and at the U.S. Department of Labor, he actively participated in efforts to reform welfare and to reshape youth employment policies. His 1985 paper, "Separating Income Support from Income Supplementation," won first prize in a national contest for the best essay on how to restructure U.S. income support programs. He coauthored a 1985 book, *What Works in Youth Employment Policy*. Dr. Lerman has also conducted studies of Israeli income maintenance and housing policies. He is currently doing research on young absent fathers and on reducing poverty outside the welfare system under grants from the Department of Health and Human Services and the Ford Foundation.

**Walter Leutz** is a senior research associate at the Health Policy Center. Dr. Leutz has worked on the Social/Health Maintenance Project since 1981, leading the development of financing, risk sharing, cost estimate and benefit systems. Recently, he has been the director of the S/HMO Demonstration, in charge of day-to-day management of the project and communication with sites and government agencies. Dr. Leutz is a graduate whose Heller concentration was in the economics of aging.

**Lance Liebman** teaches the course in law and policy. He is associate dean and professor of law at the Harvard Law School. He is a graduate of Harvard Law School, was law clerk to Supreme Court Justice Byron White and worked for two years as assistant to New York City Mayor John Lindsay. His recent books include *Property and Law; Ethnic Relations in America; and Public Duties: The Moral Obligations of Government Officials*.

**Joanna Lion** is a medical sociologist who was associated for nearly 10 years with the Center for Health Administration Studies at the University of Chicago Business School. She has also had practical public policy experience working for two state hospital associations. Her major policy interests include ambulatory care, case mix studies and costs of health care related to reimbursement policy. Her most recent publication is "A Comparison of Hospital Outpatient Departments and Private Practice" in the *Health Care Financing Review*, summer 1985. She is a consultant to the National Center for Health Services Research (NCHSR) and the principal investigator on grants from NCHSR, HCFA and Blue Cross of Greater New York.

**Thomas G. McGuire** is an associate professor of economics at Boston University. He received his Ph.D. in economics from Yale University. He has published articles in public finance, and the economics of health and mental health. He is author of *Financing Psychotherapy: Costs, Effects and Public Policy* (Ballinger, 1981) and coauthor (with Burton Weisbrod) of *Economics and Mental Health* (USGPO 1981). His current research concerns the financing and regulation of mental health services.

**Fred McKinney** is an economist whose major interests are health labor markets and the economics of poverty. He is currently working on a national study of the allied health labor market. The focus of the report is to project future demands and supplies in some of the larger allied health occupations. The research is being funded by the Commonwealth Fund of New York. Additionally, he is working with the Urban League of Connecticut on the economic conditions of blacks in the state.

**Jerry Mechling** teaches management of information systems. He received his Ph.D. in public affairs from Princeton University and has had extensive public service experience, including terms as director of the Office of Management and Budget in Boston and assistant administrator of the Environmental Protection Administration in New York City. Dr. Mechling is a consultant in general management, strategic and

economic analysis, financial management and the design and implementation of innovative technologies and programs; he also teaches at the Kennedy School at Harvard University.

**Susan G. Miller** is the associate director of the Center for Social Policy in the Middle East. Dr. Miller is the former executive director of the Institute for Middle East Peace and Development at CUNY. She is an expert on Arab-Israeli relations, with specific interests in conflict resolution, health policy, and economic and social development in the Middle East. Dr. Miller has lived for a total of 10 years in Afghanistan, Israel, Morocco and Tunisia. She offers a course at NEJS on "State and Society in the Middle East."

**Phyllis H. Mutschler** currently is conducting research in two areas: first, the retirement decision and its consequences for retiree financial well-being; second, the provision of informal supports to frail elders living in the community. Dr. Mutschler has recently completed a study of the effects of financial incentives, job characteristics and health status on the decision to retire early. With Dr. Giele, she is analyzing the National Long-Term Care Survey to discover which factors contribute to high stress among family members who provide care to frail elderly relatives. Between 1972 and 1982 she was a member of the faculty of Simmons and Boston University School of Social Work.

**Dale G. Parent** is the deputy director of the National Institute of Sentencing Alternatives. Prior to this position, Mr. Parent completed a monograph on sentencing guidelines while working as a Guggenheim Fellow at Yale Law School. From 1978 to 1982, he served as executive director of the Minnesota Sentencing Guidelines Commission. In that capacity he was responsible for planning, developing and implementing the first legislatively authorized statewide guidelines system in the country. Mr. Parent also worked as a senior research analyst for the Minnesota Department of Corrections, and as chief correctional planner for the Minnesota Governor's Commission on Crime Prevention and Control. He has also provided consultant services to the National Institute of Corrections and to a number of states developing sentencing and parole guidelines.

**Jeffrey Prottas** is a senior research associate at the Health Policy Center. He is currently engaged in research regarding the interaction among technology, public policy and social values in the area of organ transplantation. Dr. Prottas is an appointed to the President's Task Force on Organ Transplantation. He is also involved in a number of projects examining attempts in restructuring health care systems using gatekeeping and case management approaches, both in primary care and long-term care setting.

**David Rosenbloom** teaches a course in management of health care organizations. Mr. Rosenbloom was Commissioner of Health and Hospitals in Boston and headed the former Mayor's Special Task Force which designed a plan for implementation of the public service cut-backs caused by Proposition 2½. He received his Ph.D. in political science from MIT and has conducted research on various political and public management topics.

**Stephen R. Rosenthal** has been working in the field of public management since the late 1960s. For more than 10 years he has been on the faculty of the Boston University School of Management, where he teaches operations management and the management of technology. He has also held visiting faculty appointments at Harvard, Princeton and Columbia Universities. He has served as a consultant, operations analyst, policy analyst and program manager for a variety of public sector agencies at the federal, state, regional and local levels of government and in corporations in several industries. His research interests involve the management of technological innovation, implementation of public policy and the performance of public service delivery systems in fields of application, including human services, housing and transportation. His publications include articles in *The Public Administration Review*, *Public Policy, Policy Analysis*, *Human Systems Management* and *Urban Analysis*, as well as a book, *Managing Government Operations*.

**Alice Sapienza** is an assistant professor of management at the Harvard School of Public Health and a member Heller's adjunct faculty where she teaches managerial accounting. Her major research interests are: (1) the interaction between culture and organizational strategy; (2) the quality of work life in the field of homecare; and (3) innovation in the pharmaceutical industry. Ms. Sapienza received her D.B.A. from the Harvard Business School.

**Steven Sass** earned his Ph.D. in U.S. economic history from the Johns Hopkins University and has served on the faculties of the University of Pennsylvania, Bentley College and Rutgers University. His publications include *The Pragmatic Imagination: A History of the Wharton School, 1881-1981*, *Entrepreneurial Historians and History: Leadership and Rationality in American Economic Historiography* and *"The Managerial Ideology and the American Business School."* Currently, he is writing a history of the U.S. private pension institution for the Pension Research Council.

**James H. Schulz**, an economist, specializes in the areas of income maintenance, pension policy and the economics of aging. Prior to coming to Brandeis, he worked at the U.S. Office of Budget and Management and the University of New Hampshire. Professor Schulz is a nationally known consultant on pensions and retirement policies—testifying before Congress, The President's Commission on Pension Policy and the National Commission on Social Security. A former president of the Gerontological Society of America, he received the Society's Kleemier award in 1983 for outstanding research in aging. His books include *Providing Adequate Retirement Income*, *The Economics of Aging* and *International Perspectives on Aging*.

**Donald R. Simons** is professor of accounting at the University of Wisconsin/Oshkosh, and former associate professor at Boston University School of Management, where he was actively involved with the Health and Public Management Programs. His current teaching and research interests include financial reporting and management control in nonprofit organizations.

**Freya Lund Sonenstein** specializes in family support issues. Her current research focuses on the role of child care subsidies in welfare policy, factors explaining child support payments and approaches to preventing adolescent pregnancy. She is the author of several articles on adolescent pregnancy issues, and she previously directed the demonstration program of the Office of Adolescent Pregnancy Programs, U.S. Department of Health and Human Services. A visiting associate professor at Brandeis, she holds an appointment as a senior research associate at the Urban Institute, Washington, DC. She has also directed the research activities of a United Way planning council and taught sociology at St. Joseph's College, Trinity College and Wesleyan University.

**Bruce Spitz** is director of the PEW Associates Program at the Health Policy Center. He is responsible for providing assistance to corporate leaders in selected communities in the country to design and implement alternative strategies for cost containment. Over the past decade, Mr. Spitz has had extensive background in implementing reforms in public financing that affect institutional and direct providers of health care.

**Deborah A. Stone** is the David R. Pokross Professor of Law and Social Policy. She received her Ph.D. in political science from Massachusetts Institute of Technology. As a scholar of the welfare state, she has written widely on social policy, as well as the role of professions in contemporary democracy. She is the author of three books: *The Limits of Professional Power*, a study of health care in West Germany and the United States; *The Disabled State*, an original theory about the social and legal meaning of disability; and *A Preface to Public Policy*, an exploration of the ethical and political assumptions in policy analysis.

**George Swick** is an adjunct lecturer in the Employee Benefits specialization. He is the retired chairman of George B. Buck Consulting Agencies, Inc. He is an experienced consulting actuary with over 30 years experience in all areas of employee benefits.

**Saul Touster** is professor of American Studies and director of the Legal Studies Program at Brandeis, as well as a member of the Heller School faculty where he teaches in the fields of family and mental health law. A graduate of Harvard (A.B., 1944; J.D., 1948), he taught for many years at law schools (e.g., SUNY at Buffalo, 1955-1968) before committing himself to liberal studies in law in graduate and undergraduate programs. A published poet, he has concerned himself over the past few years with the relation of literature to law and is cofounder and academic director of the award-winning Humanities and the Professions seminars at Brandeis.

**Carole C. Upshur** is an adjunct faculty member who specializes in mental retardation and developmental disabilities. She is a community psychologist with expertise in child and family policy and program planning and evaluation of community services. She is an associate professor at the University of Massachusetts at Boston and an associate in pediatrics at the University of Massachusetts Medical Center. She is a consulting editor of *Mental Retardation* and has authored numerous chapters, articles and reports on a range of human services policy and systems issues as well as a book on *How to Set Up and Operate a Nonprofit Organization: Guidelines and Procedures for Incorporating, Raising Funds and Writing Grant Proposals*.

**Stanley S. Wallack**, an economist, has been the director of the Health Policy Center since 1978. He taught at the University of Illinois (Champaign-Urbana) from 1968 to 1970. From 1970 to 1975, he was the director of the Division of Health Resources in the Office of the Assistant Secretary for Planning and Evaluation (HEW). He was involved in legislative development, evaluations and regulations. From 1975 to 1977, he served as deputy assistant director of the Congressional Budget Office for Health, Income Assistance and Veterans Affairs. In that capacity, he worked with Senate and House legislative staffs on a variety of issues, including welfare reform, social security reforms and health care reimbursement delivery and financing. His recent research has focused on long-term care financing, alternative health care systems and catastrophic illness.

**Irving K. Zola**, a sociologist, is primarily interested in the sociology of health and illness. He has been on the editorial board of several nationally prominent journals, such as the *Journal of Health and Behavior*, *Social Problems*, *Social Science and Medicine* and *Sociology of Health and Illness*. He is a frequent contributor to journals; has edited several books, including *Organizational Issues in the Delivery of Health Services and Poverty and Health, A Sociological Analysis*; and since 1982 he has written *Missing Pieces: A Chronicle of Living with a Disability, Ordinary Lives: Voices of Disease and Disability, Independent Living for Physically Disabled People* (with Nancy Crewe) and *Socio-Medical Inquiries: Recollections, Reflections and Reconsiderations*. Professor Zola has had extensive experience in clinical settings and has created counseling advocacy and a resource center devoted to people with chronic disabilities. He is editor and publisher of the *Disability Studies Quarterly*.





**Gunnar Dybwad** specializes in the field of mental retardation and other developmental disabilities. He has previously served as executive director of the Child Study Association of America and of the National Association of Retarded Citizens and as consultant to President Kennedy's Special Assistant on Mental Retardation, the U.S. Public Health Service, the U.S. Office of Education, the President's Committee on Mental Retardation and numerous state agencies. He is the immediate past president of the International League of Societies for the Mentally Handicapped and has worked closely with several U.N. agencies. A recipient of numerous national and international awards, in 1977 Temple University awarded him the honorary degree of Doctor of Humane Letters, and in 1984 he received the honorary degree of Doctor of Public Service from the University of Maryland.

**Rosemary F. Dybwad**, a sociologist, is primarily concerned with the international aspects of mental retardation and other developmental disabilities. From 1964 to 1967, she was codirector, with Gunnar Dybwad, of the Mental Retardation Project of the International Union for Child Welfare, Geneva, Switzerland. She is the author of numerous articles. Her *International Directory of Mental Retardation Resources*, published by the President's Committee on Mental Retardation, is being revised for its third edition. She and her husband have received numerous awards for their distinguished services, both from the American Association of Mental Deficiency and the International League of Societies for the Mentally Handicapped.

**Arnold Gurin**, former dean of the Heller School, has done research and writing in the fields of community organization, social planning, organization and administration of social services, social work education and Jewish community organization. Recent studies include evaluation of urban development programs in Israel, public-private relationships in the financing and delivery of social services and the place of social policy in the curriculum of schools of social work.

**Wyatt C. Jones**, a sociologist and social psychologist, studies the impact of large-scale interventions on individuals, groups and society, with emphasis in the areas of mental illness, alcoholism, utilization of health services and deinstitutionalization. His teaching centers on research design and methodology, use of secondary data, information systems and evaluation. He serves on the editorial boards of the *Research on Aging*, *Journal of Social Science Research*, *Evaluation Review* and *The Gerontologist*, and has coauthored a textbook, *Social Problems: A Social Policy Perspective*.

**Robert Morris**' research interests include policy and program development in social services, health care and aging. In recent years, he has served in consulting and advisory capacities to the National Institute of Mental Health,

the Veterans Administration and the former Department of Health, Education and Welfare. He is the author of numerous articles and many books, the most recent being *Social Policies of the American Welfare State*, and was editor-in-chief of the 16th edition of the *Encyclopedia of Social Work and Welfare*.

**Robert Perlman** has research interests in social services delivery and in policy analysis from the perspective of the American family. He recently edited *Family Home Care: Critical Issues for Services and Policies*, and is the author of *Consumers and Social Services*. He has taught social planning and is coauthor, with Arnold Gurin, of *Community Organization and Social Planning* and, with Roland Warren, of *Families in the Energy Crisis*.

**John P. Spiegel**, a psychiatrist, teaches in the areas of social psychiatry and ethnicity and mental health, with special emphasis on policies relating to mental health training and service delivery. A past president of the American Psychiatric Association (APA), he is a member of the APA board of trustees, the American Family Therapy Association, president of the Mental Health Film Board, a past president of the American Academy of Psychoanalysis and a member of the Pacific Rim College of Psychiatrists. He is on the editorial board of several mental health professional journals, and recently wrote an introductory chapter to *Ethnicity and Family Therapy*, edited by McColbrick, et. al.



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The Center for Human Resources  
Director, Erik P. Butler, Ed.D.

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The Nathan and Toby Starr Center on  
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The Center for Social Policy in the  
Middle East  
Director, Leonard J. Hausman, Ph.D.

National Institute for Sentencing  
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**New Law on Student Absence due to Religious Beliefs**

The Legislature has enacted and the Governor has signed into law Chapter 375, Acts of 1985. It adds to Chapter 151C of the General Laws the following new section:

Section 2B. Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.



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